



Harbor Springs Charter School
Renewal Petition

Submitted to
Julian Union Elementary School District

February 7, 2018

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February 7, 2018

TO: Brian Duffy, Superintendent
Julian Union School District
PO Box 337
Julian, CA 92036

Dear Mr. Duffy,

It is with great excitement that we submit this charter petition to the Julian Union School District for the renewal of Harbor Springs Charter School (HSCS). HSCS will be a non-classroom based charter school.

Four unique programs will be offered at HSCS: Homeschool (TK-12), Venture Online Academy (K-12), Keys College and Career Prep High School (9-12), and Arrow High School (10-12). All programs offered are independent study, and there will be no student center in the renewed HSCS.

In the pages that follow, please find the elements required for submission of a charter petition as well as affirmation & assurances and additional considerations. Also included are appendices detailing our corporate documents, my résumé, as well as samples of custom educational innovations offered to each and every Springs Charter Schools student.

We are looking forward to working with you through the renewal process. If you have any questions, please do not hesitate to contact me at (760) 712-7116 or Kathleen.Hermesmeyer@springscs.org or Amy Podratz, Assistant Superintendent of Administrative Operations at (760) 500-2100 or Amy.Podratz@springscs.org.

Sincerely,

A handwritten signature in black ink, appearing to read "Kathleen", with a stylized flourish at the end.

Kathleen Hermesmeyer, Ed.D

Superintendent, Springs Charter Schools

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Harbor Springs Charter School

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**Will be provided under separate cover.*



Harbor Springs Charter School is a parent choice school where the community is the classroom. Our mission is to empower students by fostering their innate curiosity, engaging their parents, and promoting optimum learning by collaboratively developing a personalized learning program for each student.

PARENT CHOICE

Harbor Springs believes parents are the foremost teachers of their children, and our essential mission is to support and encourage families in the challenging task of educating their children to be 21st century citizens.

www.SpringsCharterSchools.org

Parent Support | 951.252.8888 | Parent.Support@SpringsCS.org



Venture Online (K-12)

This program caters to the needs of 21st century students allowing them to complete their education anytime, anywhere, with the full support of single subject credentialed teachers. Venture Online provides a comprehensive program that recognizes individual learning styles as one of the keys to student success and provides opportunities for personalized learning. The goal of Venture Online is to make it possible for students to achieve success while pursuing their dreams. We believe that learning should be a personalized, positive experience that opens doors for future success.

Homeschool (TK-12)

- Fully-supported curriculum including:
 - Diverse textbook choices with online parent support
 - Online math and reading supplements for all grades
 - Live online French and Spanish courses
 - Dynamic integrated online high school courses featuring unique “choose your own topic” modules
- High school guidance services
- Interest-driven resource center enrichment classes
- Student-friendly “I CAN!” Statements based on Common Core State Standards
- Chromebooks for all homeschooled students
- “Power Tools” strategies for independent, life-long learning
- Approved a-g course list
- CTE and Internships
- Learning Centers: regional learning centers provide enrichment courses to supplement our homeschool program and offer a classroom setting for the students

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Keys College and Career Prep (9-12)

In this independent study program students are assigned to a credentialed homeschool specialist who will be responsible for selecting and ordering curriculum, as well as meeting with the parent and student at least once a week to assign school work and review assignments. Students are encouraged to participate in Internships, online CTE courses, and other applicable programs.



Arrow High School (10-12)

This independent study program is for students in grades 10-12 who are credit deficient. Each student will be assigned a credentialed homeschool specialist to guide and oversee their instructional plan. The Arrow High School (AHS) program will provide a fully-supported independent study program enabling students to be successful in high school coursework, recover credits, and get back on track to graduate. Students can be enrolled in AHS by school counselor recommendation only. Students enrolled in AHS will work with their parent, credentialed teacher, and school counselor to develop a personalized plan based on either a-g or general-level coursework. Through the hybrid model offered at AHS, all students will be supported to complete their coursework to their highest ability. All curriculum, assessments, and appropriate resources will be made available to students as part of their personalized plan. AHS students will find success in high school while catching up on units via their personalized learning plan.



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HARBOR SPRINGS CHARTER SCHOOL

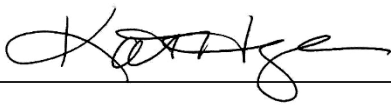
Affirmations and Declaration

As the authorized lead petitioner, I, Dr. Kathleen Hermsmeyer, hereby certify that the information submitted in this petition for a California public charter school to be named Harbor Springs Charter School ("HSCS" or the "Charter School"), to be operated by Harbor Springs Charter School ("HSCS, Inc."), is true to the best of my knowledge and belief. The charter petition was signed by over one-half of the teachers expected to be employed during the Charter School's first year of operation. Each teacher signing the petition was provided a copy of the original charter document and signed a statement expressing he or she was meaningfully interested in teaching at HSCS. I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school, and I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School. Further, I affirm that if awarded a charter, HSCS:

1. Shall meet all statewide standards and conduct the student assessment tests pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools [Ref. Education Code Section 47605(c)(1)].
2. HSCS, Inc. declares it shall be deemed the exclusive public school employer of the employees of HSCS for purposes of the Educational Employment Relations Act [Ref. Education Code Section 47605 (b)(6) and Chapter 10.7 of Division 4 Title I of the Government Code]. [Ref. Education Code Section 47605(b)(6)]
3. Shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations [Ref. Education Code Section 47605(d)(1)].
4. Shall not charge tuition [Ref. Education Code Section 47605(d)(1)].
5. Shall admit all students who wish to attend HSCS; unless HSCS receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2) and Education Code Section 51747.3, admission to HSCS shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of HSCS in accordance with Education Code Section 47605(d)(2)(C) [Ref. Education Code Section 47605(d)(2)(A)-(C)].

6. Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics) [Ref. Education Code Section 47605(d)(1)].
7. Shall adhere to all applicable provisions of federal law related to students with disabilities including, but not limited to, the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and Title II of the Americans with Disabilities Act of 1990 ("ADA").
8. Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)].
9. Shall ensure that teachers in HSCS hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers [Ref. Education Code Section 47605(l)].
10. Shall at all times maintain all necessary and appropriate insurance coverage.
11. Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
12. Shall notify the superintendent of the school district of the pupil's last known address within 30 days if a pupil is expelled or leaves HSCS without graduating or completing the school year for any reason and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to HSCS within 30 days if HSCS demonstrates that the pupil had been enrolled in HSCS. [Ref. Education Code Section 47605(d)(3)].
13. HSCS may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, HSCS. [Ref. Education Code Section 47605(n)]

- 14.** Shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection [Ref. Education Code Section 47612.5(a)(2)].
- 15.** Shall consult with its parents and teachers on a regular basis regarding HSCS's education programs [Ref. Education Code Section 47605 (c)].
- 16.** Shall comply with any applicable jurisdictional limitations to the locations of its facilities [Ref. Education Code Sections 47605 and 47605.1].
- 17.** Shall comply with all laws establishing the minimum and maximum age for public school enrollment [Ref. Education Code Section 47612(b) and 47610].
- 18.** Shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- 19.** Shall comply with the Public Records Act.
- 20.** Shall comply with the Family Educational Rights and Privacy Act.
- 21.** Shall comply with the Ralph M. Brown Act.
- 22.** Shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- 23.** Shall meet the requirements of Education Code Section 47612.5 and Education Code Section 51745 et. seq. as relates to independent study.



Authorized Representative's Signature

2/7/2018

Date

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Introduction

A. Leadership Group

Dr. Kathleen Hermsmeyer has been serving as Superintendent of California's largest charter school, River Springs Charter School, since 2006. In 2013, two new schools were added under her direction, Empire Springs and Harbor Springs Charter Schools. In 2016, Citrus Springs Charter School was opened. She has worked in education for nearly 30 years. Prior to her leadership with charter schools, she served as a language arts specialist with the Stockton Unified School District and a homeschool specialist at Horizon Instructional Systems Charter School. She has also served as an adjunct faculty at Chapman, St Mary's College, and the University of the Harbor.

Dr. Hermsmeyer earned her bachelor's degree in liberal studies and a master's degree in computer based education from California Polytechnic State University at San Luis Obispo. She earned her doctorate degree in curriculum and instruction with a minor in educational administration from the University of the Harbor. She holds a clear administrative credential, as well as a clear multiple subject, cross-cultural language and academic development credentials.

Dr. Hermsmeyer is passionate about preparing students to enter the changing global community through personalized learning, real-world applications and rigorous mastery-based instruction (for full résumé, see Appendix A).

Amy Podratz has nearly 20 years of experience with charter schools. She presently serves as the Assistant Superintendent of Administrative Operations and is responsible for accountability plans, purchasing, vendor relations, student records/attendance, curriculum warehousing, and student intake. Ms. Podratz has been in this position since the inception of River Springs.

Ms. Podratz holds a bachelor's degree in political science and a pre-law certificate from California State University, Long Beach. Additionally, Ms. Podratz holds a single-subject credential in social science, a master's degree in leadership, and has completed Chief Business Official certification coursework.

Ms. Podratz began her teaching experience as an independent study teacher and is an accomplished equestrian and active volunteer.

Diane Anvari has over 25 years of experience in the field of education. She presently serves as the Assistant Superintendent of Personnel and is responsible for all human resources operations including recruitment, hiring, personnel files, benefits, credentials, training and development tracking, performance reviews, investigations, retirement, substitutes, temps, volunteers, staff and student safety, and risk management. Ms. Anvari began her educational career as a high school social science teacher. She joined Springs, serving as the director of

the Riverside and Corona Resource Centers, and eventually served as the director of Academy Programs.

Ms. Anvari holds a bachelor's degree from California Polytechnic in behavioral science, a master's degree in leadership, and holds an administrative clear credential. Ms. Anvari also holds certification as a Senior Professional of Human Resources (SPHR) and has earned the Society of Human Resources Management-Senior Certified Professional credential (SHRM).

Ms. Anvari has guided Springs' HR department throughout the years, during which the network's staff more than quadrupled to over 800 staff members.

Dr. Kathy Cox has over 10 years of experience in the field of Special Education. She presently serves as the Director of Special Education for Springs Charter Schools. She is responsible for overseeing the entire special education operation and services to students with special needs. She began her career as an elementary school teacher in the Palm Springs and Beaumont areas of California. Dr. Cox moved into educational administration as an assistant principal, and quickly assumed the role of administrator overseeing a very large Special Education program. Dr. Cox led and supported district programs for students identified with moderate and severe disabilities and the development of an alternative program for students with emotional disturbance.

Dr. Cox has extensive leadership training including conflict management, non-violent communication, problem solving, and organizational change. She has collaborated with staff to develop programs for students with Autism in order to return students from county placements.

Dr. Cox is passionate about nurturing collaboration and team building between all the stakeholders within the unique charter school community in order to provide exemplary program for students.

Vivian Price has worked as an educator for over 20 years. She presently serves as the Assistant Superintendent of Education. Ms. Price began her career with Springs Charter Schools in 2006 having served as a middle and high school English teacher. She is responsible for the Homeschool program, Homeschool Prep, KEYS high school program, Venture Online Program, and oversees the Instructional Support Department and Assessment.

Ms. Price earned her bachelor's degree in New Hampshire at Plymouth State University. She completed her master's degree in education with a literacy focus from California State University San Marcos. Presently, Ms. Price is completing her doctorate work in educational leadership. She holds multiple credentials in administration, English single-subject, and reading specialist. Ms. Price is recognized as a National Board Certified Teacher (ELA) and is a National Writing Project Fellow.

Ms. Price grew up in New England where her love for biking and hiking began. She enjoys memoirs, great American authors, and adolescent literature.

Tanya Rogers has worked in the highly specialized world of school finance for nearly 10 years. She currently serves as the Assistant Superintendent of Business. Ms. Rogers is responsible for overseeing the budget process, financial reporting, restricted funding programs, payroll, and oversees the audit processes. Ms. Rogers began her professional career in the hospitality industry in which she developed a love for leadership and serving others. These skills translated seamlessly into the arena of school finance. She began this adventure auditing school districts with a local auditing firm. Ms. Rogers joined a local community college district and eventually was selected to lead the multi-college district's personnel division as the Vice Chancellor of Human Relations. Returning to the field of auditing, Ms. Rogers joined a local San Diego firm that specialized, again, in school district, college, not for profit, and charter school audits.

Ms. Rogers earned her bachelor's degree at California State University San Marcos in business with a concentration in accounting. She also earned a master's degree in business administration. Ms. Rogers is a Certified Public Accountant (CPA) in the State of California. She also holds the designation as a Certified Fraud Examiner (CFE).

While having grown up in the state of Washington, Ms. Rogers considers herself to be a California "native" having spent the last 25 years in the Southern California area. She is passionate about the programs Springs offers to students and families.

Robert Hennings began his professional career in public education in 1999 as a teacher and coach, before serving as a counselor and then as an administrator. He presently serves as the Assistant Superintendent of Pupil Services and is responsible for Health Services, Guidance Services, Career Technical Education, Special Education, and CWA. Mr. Hennings and his wife are public charter supporters and proud parents of two children who attend a public charter school in his hometown. Mr. Hennings joined Springs Charter Schools in 2017.

Mr. Hennings holds an associate's degree in radiologic technology, a bachelor's degree in health sciences, and master's degree in education. Additionally, Mr. Hennings holds a single-subject credential; authorized in health science, chemistry, introductory social sciences, and introductory sciences, a PPS credential in school counseling, and an administrative services credential. Mr. Hennings also holds a CLAD certificate and is a Licensed Professional Clinical Counselor.

Mr. Hennings recently was successful in defending his dissertation for his doctorate in educational leadership and is completing final coursework this year.

Debbie Daniel is a current Assistant Superintendent and has over 25 years of experience in the field of school counseling and administration. She holds a bachelor's degree in developmental psychology, a master's degree in educational counseling, and a master's degree and spiritual formation.

Prior to joining the Springs family, Debbie worked for 12 years in a comprehensive high school setting. Debbie has served in the charter school environment for 14 years, including

administrative oversight for school counseling and special education programs. Debbie has served in her current position for the past 10 years.

Debbie enjoys reading, hiking, and spending time with her family.

Who We Are

Springs Charter Schools (“SCS”) is a successful network of non-classroom and classroom based, rigorous, personalized-learning charter schools serving students in California. As the flagship school, River Springs Charter School (“River Springs” or “RSCS”) sponsored by the Riverside County Office of Education, is the largest individual charter school in California, due to tremendous parent support, excellent programs, and best business practices. Since River Springs’ initial charter approval in 2006, the school has obtained two five-year charter renewals, opened fourteen resource center locations, and have expanded outside of Riverside County in 2013 through the opening of Empire Springs and Harbor Springs Charter Schools with Helendale Elementary School District & Julian Elementary School District, respectively. In 2016, the fourth charter of the network, Citrus Springs, was opened under the oversight of the Orange County Department of Education. The network of SCS takes pride in helping each student through his or her own personalized educational journey. We believe that our unique program will continue to fill a special niche in the San Diego County community, and thus we are submitting this charter petition renewal.

Program Offerings & Grade Levels

Harbor Springs proposes to operate five unique non-classroom based, independent study programs available for residents of San Diego County and its adjacent counties. All programs are research-based, innovative, need-driven models. These include:

- **Homeschool TK-12** allows parents to work closely with a California Credentialed Homeschool Specialist to create a personalized learning experience for each student (for further description, see page 27).
- **Venture Online K-12** is an online program, geared toward personalizing education in a highly-supported virtual environment (for further description, see page 33).
- **Keys College and Career Prep High School 9-12** is an independent study high school program that is highly personalized to ensure that all students are prepared to attain their post-graduation goals (for further description, see page 34).
- **Arrow High School 10-12** is a high school program for students who need to be reunited with their cohort group and is aimed at on-time graduation (for further description, see page 40).

There are no student facilities associated with this charter.

Administrative offices will be located within the Julian Union Elementary School District boundaries in Julian, CA and at the Springs Charter School Offices in Temecula, CA. Some small spaces will be provided for Special Education services, meetings, student events, activities, and assessments as needed.

B. Enrollment Projections

| Harbor Springs Charter School | | | | | | |
|-------------------------------|-------------|----------------|------------------|-------------------|------------------|---------------------|
| | Home-school | Venture Online | Keys High School | Arrow High School | TOTAL Enrollment | Total Projected ADA |
| 2018-19 | 24 | 13 | 20 | 5 | 62 | 60.1 |
| 2019-20 | 27 | 15 | 22 | 6 | 70 | 67.9 |
| 2020-21 | 30 | 17 | 24 | 7 | 78 | 75.7 |
| 2021-22 | 33 | 20 | 26 | 8 | 87 | 84.4 |
| 2022-23 | 37 | 22 | 28 | 9 | 96 | 93.1 |

C. Signature Components of Harbor Springs' Education

- Parent as co-teacher, with support through parent education, online guides, and mentoring
- Fully-supported choice curriculum on-demand
- Unique personalized learning paths for all students
- Power Tools for independent learning
- Math Path and other structured support for struggling students
- Field trips and parent/student events
- CTE and internships incorporated into high school coursework every year
- Structured support for struggling students/multi-tiered system of supports

D. Benefits to the District

Sponsoring Harbor Springs would provide a number of benefits to Julian Union School District. The primary benefit is the opportunity to offer additional high-quality educational options to the students of JUSD. In addition, the Charter School will offer:

- High-quality educational options for San Diego County
- Oversight fee of 1%
- Customized access to all our online resources for use with your independent study or "virtual" students
- Best practice sharing and collaboration

Element A: Educational Program Description

Governing Law: The educational program of the charter school is designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).

Governing Law: The annual goals for the charter school for all pupils and for each subgroup of pupils, identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).

Governing Law: If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(b)(5)(A)(iii).

A. Mission & Vision

HSCS is a parent choice school where the community is the classroom. Our mission is to foster the innate curiosity of our students, empower their parents, and promote optimum learning by collaboratively developing a personalized learning program for each student. HSCS’s objective is to enable pupils to become self-motivated, competent, and lifelong learners.

Goals for students and parents of HSCS include but shall not be limited to the following:

1. Optimum learning by the student will be achieved by encouraging parent involvement and support.
2. Students will be active participants in their personalized learning plan with the support of HSCS staff.
3. HSCS students will make at least one year of academic achievement gains each year.
4. Students will be intrinsically motivated.
5. Students will achieve competency in basic academic skills.
6. Opportunities will be provided for students to explore their potential in the performing and living arts and in the use of technology.

7. Students will recognize and use their strongest skills and abilities and improve in areas where they are weak.

HSCS is open to all students in grades TK-12. HSCS is nonsectarian in its programs, admission policies, employment practices, and all other operations. HSCS specifically targets and is attempting to educate students seeking a non-traditional educational setting. HSCS does not charge tuition and does not discriminate against any pupil on the basis of ethnicity, nationality, race, gender, gender expression, gender identity, disability, religion, sexual orientation, or upon any of the characteristics listed in Education Code Section 220.

HSCS believes that learning best occurs when students are educated through a personalized learning, goal-oriented curriculum, which is developed utilizing home-based learning programs, cooperative school programs and classes, personalized learning models, internships, community-based educational programs, group seminars, distance learning via current technology, supplemental learning projects, and current educational research. The growing body of reputable research indicates that personalized learning schools (specifically those employing the aforementioned strategies and initiatives) have helped students attain greater academic achievement than their traditional school peers, particularly those students with lower starting achievement levels.¹ All student curricula are subject to approval by HSCS.

HSCS will immediately seek accreditation through Western Association of Schools and Colleges (WASC); once approved, all courses offered by the charter school may be considered transferable. HSCS will offer students a college preparatory program that meets California State and University of California's a-g admissions requirements. For high school students, the Student Agreement that is signed by student and parent upon enrollment will detail the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. HSCS shall offer and align its college preparatory high school curriculum to the UC/CSU's a-g requirements (see Appendix C). HSCS staff has experience approving a vast number of a-g courses, and will successfully complete this task for high school HSCS students within the first year of operation. All homeschool specialists who are assigned to high school shall be trained in the requirements of a-g coursework and high school graduation policies and procedures (see Appendix D).

For purposes of this charter, "parent(s)" includes guardian(s). Any parent or legally responsible entity may designate an alternate party to act in place of the parent(s). HSCS adult students do not require parental participation in educational or admission contracts or performance evaluations.

HSCS identifies an educated person in the twenty-first century to mean a person who is literate, can understand and function sufficiently in the world around him or her, has an overview of the history of mankind in all its diversity, has an understanding of the political processes, has an ability

¹ Pane, John, et al. "Promising Evidence on Personalized Learning." *Continued Progress*, November 2015. http://www.rand.org/content/dam/rand/pubs/research_reports/RR1300/RR1365/RAND_RR1365.pdf. Accessed January 3, 2016.

to solve mathematical problems and to think scientifically, and has the values necessary to enhance the world in which she or he lives. This person is one who has realized his or her own special interests, talents, or abilities, whether it is in the arts, sciences, or other areas. It is the goal of HSCS to help students become educated individuals who are intrinsically motivated to learn and who have diverse yet well-developed interests.

HSCS parents, students, teachers, and homeschool specialists believe that the best learning occurs when:

1. Curriculum is tailored to an individual student's learning styles.
2. One-to-one teaching is used as appropriate.
3. Real life context-based learning is encouraged.
4. A variety of enrichment is implemented through independent learning, field trips (see Appendix E), apprenticeships, technology and integrated projects (see Appendix F) across the curriculum.
5. Schooling is viewed as one aspect of an education.
6. The entire community is the classroom.
7. Learning is promoted by engaging student interests².

B. Students to be Served

The following student demographic data represents the current students enrolled in Homeschool, Venture Online, and Keys High School programs (as of 2017-18 CBEDS date).

| Enrollment by Gender | |
|----------------------|-------|
| | % |
| Female | 51.7% |
| Male | 48.3% |

| Enrollment by Primary Race/Ethnicity | |
|--------------------------------------|-------|
| | % |
| Ethnicity: Hispanic | 32.6% |
| Race: White | 78.4% |
| Race: African-American | 5.9% |
| Race: Asian | 4.7% |
| Race: Native American | 1.7% |
| 2+ Races | 9.3% |

² Hattie, J. A. C. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. London: Routledge, page 49.

| Enrollment of English Learners | |
|--------------------------------|------|
| | % |
| English Learner | 3.8% |
| IFEP | 1.3% |
| RFEP | 5.1% |

| Enrollment of Socio-Economically Disadvantaged | |
|--|--------------|
| | % |
| Free lunch | 25.0% |
| Reduced Lunch | 21.2% |
| Total Free & Reduced Lunch | 46.2% |

| Enrollment of Students with Disabilities | |
|--|-------|
| | % |
| Active IEP | 8.5% |
| Active 504 Plan | 46.2% |

| Enrollment of Homeless & Foster Youth | |
|---------------------------------------|------|
| | % |
| Foster Youth | 1.7% |
| Homeless | 1.3% |

All enrollment data as of October 4, 2017

C. High School Guidance Services

All high school students enrolled in HSCS will be challenged through access to a-g courses and concurrent and/or dual enrollment at local community colleges where appropriate. Students will be guided toward college preparatory courses and offered opportunities to visit local colleges and universities.

A school counselor will be available to all families. The counselor's role is to help with high school academic planning, college entrance requirements, and post-graduation goals.

For more detailed information about high school courses and advisement, reference the Springs High School Handbook for staff (Appendix D) and the Master Course List (Appendix C).

D. Educational Program Choices

HSCS believes in providing a multi-faceted portfolio of options for parents who want to play a more active role in the public education of their children. Instead of providing just one model, HSCS works within the local community of families and teachers to create research-based, mission-driven, comprehensive school models.

- **Homeschool TK-12** allows parents to work closely with a California Credentialed Homeschool Specialist to create a personalized learning experience for each student (for further description, see page 27).
- **Venture Online K-12** is an online program, geared toward personalizing education in a highly-supported virtual environment (for further description, see page 33).
- **Keys College and Career Prep High School 9-12** is an independent study high school program that is highly personalized to ensure that all students are prepared to attain their post-graduation goals (for further description, see page 34).
- **Arrow High School 10-12** is a high school program for students who need to be reunited with their cohort group and is aimed at on-time graduation (for further description, see page 40).

Each family must sign an annual Student (Master) Agreement prior to beginning any program at Harbor Springs (see Appendix B). The school also adheres to an Independent Study Policy as shown in Appendix CC.

HSCS believes that a child's attitude about learning a particular subject significantly contributes to his/her success or failure in that subject. Positive attitudes are strongly influenced by success. For this reason:

- The Charter School will use a variety of diagnostic tools to accurately assess and place each child in the appropriate course/curriculum for his/her skills. The content will be challenging, but not so challenging that it would be almost impossible for the child to succeed based on his/her initial skill set.
- The Charter School will focus on the goals of mastery and understanding within each discipline. Children are encouraged to keep working on a skill until it is mastered, and they are not penalized for multiple attempts at mastery.
- The Charter School will give timely feedback to the student about his/her progress in such a way that the student will learn and grow from it. Students are actively involved in evaluating their own progress. They are called upon to reflect; given tools such as rubrics, pre-assessments, and other means of identifying their strengths and areas of improvement; and will be enabled to make the adjustments necessary to succeed and achieve at high levels. Teachers personalize learning to help each child identify their own strengths and weaknesses in a particular task or topic.

Since HSCS focuses on personalized learning, we use a continuum of skills for mastery (I Cans!), based on the Common Core State Standards in English language arts and mathematics. These skills are organized by grade level, with the goal for every student to master these skills during or before that grade level year. However, since these skills are building blocks that are required for true understanding of higher level concepts, some students will begin their learning below their designated grade level. Our goal for students operating below grade level is to accelerate their learning through mastery and success.

HSCS focuses on all students' mastery and understands the needs of qualifying students including, but not limited to: significant subgroups, foster, homeless, English Learners, students with disabilities, and socio-economically disadvantaged. (Also see references in Element B.)

Programs will use a variety of instructional materials to teach these skills (see detail under program description sections). These instructional materials will support standards-based mastery, and will be used with flexibility according to individual student need with specific attention to all significant subgroups.

All applicable courses will follow the California State Content Standards. Science skills will come from the Next Generation Science Standards.

Educational Program Descriptions

I. Homeschool TK-12 (Non-Classroom Based)

In the HSCS Homeschool program, parents and students will work closely with a California credentialed homeschool specialist to choose the right combination of learning programs for each individual student. HSCS believes that parents are the primary educators of their children and the primary mission of HSCS is to support and encourage families in the challenging task of educating their children. Homeschool families are able to take advantage of field trips, a well-stocked curriculum lending center, various health and fitness programs, and numerous parent and student events throughout the year.

Student progress will be tracked through the use of individualized learning plans, which will be created monthly and revised often through homeschool specialist/parent/student collaboration. Assessment will be completed regularly for a variety of purposes including curriculum selection. Assessment data will be analyzed regularly and used to modify instruction at each learning plan meeting.

A homeschool specialist will meet with parents and students at least every 20 school days to review progress and develop a plan for the upcoming learning period. As a team, they will review work and assessments, explore learning styles and educational philosophies, evaluate curriculum options, and create an individualized plan that will best meet the needs of the student. During Learning Plan meetings, homeschool specialists will offer in-services to both parent and student. Topics range from sharing best teaching practices and intervention strategies to modeling study skills and using HSCS Power Tools (see Appendix L) for the students. Using our I CAN! Progress Reports, homeschool specialists will help parents choose curriculum and develop annual plans aimed at ensuring all students master grade appropriate skills and maximize their achievement.

The nature of personalized learning and the development of monthly learning plans allows for a great deal of flexibility in time management, instructional options, and parent choice.

A. Parent Support: Homeschool Prep

HSCS families who are new to homeschool are provided additional support through our Homeschool Prep program. The Homeschool Prep program is a blended program offering both face-to-face and online support. The online portion of the program is an interactive course that parents complete independently. This program serves as an induction to homeschooling and provides a variety of resources and trainings including understanding assessment, lesson planning, annual goal setting, understanding and assessing learning styles, and much more. The online portion of the program provides opportunities for networking and collaboration with other new HSCS families through video chats and threaded discussions. HSCS homeschool specialists supports parents as they complete the online course. During monthly learning plan

meetings, the homeschool specialist shares additional resources and provides in-service trainings designed to build capacity to succeed as a home educator.

Homeschool Prep parents may choose to have their students work through our Boxed Set curriculum, our High School Curriculum Guides, or follow an annual plan created with their homeschool specialist using parent choice curriculum.

B. Parent Support

Most HSCS parents will exit the Homeschool Prep program in three months; however, they will have many opportunities to continue to grow as educators. HSCS will offer a variety of events offered throughout the year. Parent and student events include the following:

- Regional SPREE events (Student Parent Regional Education Event)
- Parent education and training
- Annual parent conference
- Parent certification program

Our parent certification program will offer Harbor Springs Homeschool parents an opportunity to better themselves as educators in teaching their students in the home and to collaborate with other parents and staff. The program will provide parents and their students the best foundation for successful learning in the home through educator classes and workshops. Participating parents will complete four collaborative courses (three core and one elective). Courses are dynamic and include topics such as learning and the brain, developing an annual plan, and project-based learning. For an overview of our parent certification program, see Appendix N.

C. Curriculum

All materials and teaching methods used for English, math, science, and history will support the learning of the California State Standards including the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). The CCSS are focused on higher-level thinking skills, which can be taught through many teaching and curricular materials. A sample scope and sequence for grade 9 is located in Appendix O.

HSCS families have a variety of choices when it comes to selecting the most appropriate curriculum for their students. Curriculum selection is a collaborative process between the parent and homeschool education specialist. HSCS in-house curriculum distribution center, Bookmart, stocks our recommended homeschool curriculum for grades TK-12. For a sample list of recommended curriculum, please see Appendix P.

Parents may also choose from numerous approved vendors to purchase curriculum using their school-issued instructional funding. HSCS will support students through a variety of vendor options to enrich and broaden student experiences. These vendor offerings typically include

physical education, foreign language, music, drama, dance, and art classes and more. The parent and homeschool specialist work together to select curriculum from a variety of materials, vendors, online classes, and in-house teacher-created curriculum.

D. Boxed Set

Boxed set curricula is a complete collection of materials and lesson plans for students in transitional kindergarten through 8th grade. This curriculum will include engaging daily lessons, weekly pacing guides, multimedia learning resources, and rich literature. The Boxed Set is one of many options for students and parents to acquire essential skills. For more detailed information about HSCS's boxed set curriculum, please see Appendix Q.

E. High School

HSCS homeschool high school students will have access to a variety of supported a-g approved courses offered through an online course management system. High school courses include core subjects, world languages, CTE, and elective options. All high school online courses are overseen by highly qualified subject specialists who grade key assignments, run regularly scheduled live seminars, monitor thread and forum discussions, and are available to tutor students as needed. Online courses are designed so that course work clearly addresses the I CAN! (power standard), and addresses all levels of Bloom's Taxonomy starting with providing the basic knowledge needed for the standard (e.g. vocabulary and procedures). At this level, students receive feedback on their learning from various sources: auto graded quizzes, HQT specialist graded weekly discussions, as well as rubrics and answer keys that parents use to assess progress. Students then amalgamate these basic concepts into a Bloom's level 3, 4, 5 Key Assignments where students demonstrate their ability to apply, create, and analyze the I CAN!. HQT single subject specialists grade these Key Assignments and provide feedback for the students on each skill assessed.

F. World Language

HSCS will offer two high school online world language courses (Spanish and French) instructed by a qualified teacher credentialed in the offered languages. Students will attend online classes twice per week with independent study assignments for the remaining days. The instructor will provide personalized support for students and high quality instruction.

G. Dynamic Integrated Courses

Integrated courses, curriculum, and learning resources will be offered at every grade level to support parents and students with making connections between content areas. Some of the offerings will include a complete literature-based program for kindergarten through 8th grade and a high school curriculum that integrates an entire schedule of courses into three week long, high-interest modules. These integrated options will allow students and parents a choice in curriculum and instruction.

H. Power Tools

HSCS will teach all students fifteen powerful strategies for independent lifelong learning, called Power Tools. The Power Tools are useful before, during, and after reading and reinforce literacy skills in all subjects and grades. The tools help students access new and difficult assignments independently. The Power Tools are strategies that are used to develop critical thinking and authentic application of knowledge.

Critical thinking skills allow students to be able to make reasoned and informed decisions and to take purposeful actions; it is imperative that schools help build these skills in all students. Our goal is not only to provide parents and teachers the top strategies, but also to ensure that students have the resources to be independent learners and to be college and career ready.

These research-based strategies are Think-Pair-Share, RAFT, Questioning, SQ3R, Power Writing, Notes, Journals, RIP, Connect, Sketch-to-Sketch, Summarizing, Mind Maps, Cover-and-Tell, VIP, and Graphic Organizers. For more information about Power Tools, see Appendix L.

I. Technology at Home

Each TK-12th grade Homeschool student will be provided with a Chromebook to use for the duration of the school year. This allows students and parents to have access to the school's online curriculum and course management system as well as many supplemental online subscriptions provided by the school.

Qualifying families that are economically disadvantaged may also receive a mobile Wi-Fi hotspot if they do not have internet access in the home.

J. Additional Supports

Students can participate in large group and/or individualized field trips, along with special events, including writing and math activity days, inspired learner expo, the annual spelling bee, history day, and science fair. Students also have access to a curriculum lending center with hundreds of items available for checkout.

Although parents have a variety of curriculum choices, HSCS has established essential learning in ELA and math that is considered the foundation of all ELA and math courses. The essential learning in the homeschool program is based on Common Core State Standards, developed into parent and student-friendly "I CAN!" statements. These I CAN! statements will be tracked by student and teacher using a variety of tools. Students shall make a minimum of a year's growth in a year, but they also have the opportunity to reach further. The school will offer a wealth of I CAN! resources to support parents and students including the following:

- Personalized pathways to develop a plan for acquiring each I CAN!
- An I CAN! mastery tracking folder portfolio that follows students from TK-8
- I CAN! reteach booklets (See Appendix S)

- Online interactive I CAN! e-books with links to videos, games and activities, quizzes, and tests related to each I CAN! (See Appendix T)
- Online learning portals with parent support, links to instructional videos, activities/games, practice assessments and mastery quizzes and tests
- School-wide incentives for the I CAN! program (see Appendix R)
- Online supported math

HSCS will provide a wide range of choices for math instruction. One of these options is a Springs-developed math curriculum for grades 5-8 that combines home instruction with online support called Spring Into Math. Resources include video instruction, real-world tasks, assessments, and practice. See Appendix H for a sample of our Spring Into Math online course.

Additionally, HSCS will provide a regional Mobile Science Lab, which will offer hands-on for homeschool high school students. For each of our a-g lab sciences, students will attend seven lab practicals a year. This will satisfy their fifth semester unit for the course as well as the lab component for the subject and is accepted by four-year universities.

Students will engage in the process of inquiry in subjects including, but not limited to, exploring with microscopes, testing velocity, experimenting with chemical reactions, and exploring miniature biomes. The HSCS Mobile Science Lab will be led by a credentialed science teacher using lab activities that go along with what is being taught in the courses. Students will deepen their understanding of science in these rigorous labs and have fun while doing it.

K. A Day in the Life of a Homeschool Student

Every day in the life of a homeschooler is an individualized experience. Homeschooling offers parents the opportunity to personalize a learning path that is just right for his or her child. Creating a personalized learning path means understanding a student's interests, learning styles, strengths, areas of need, and short and long-term goals (see Appendix K for sample).

Tamara, a longtime homeschool mom, discusses using the community as the classroom. Tamara homeschools two elementary-age children and takes advantage of the valuable community resources near her home.

Tamara says, "As a parent, I love and appreciate so much that my kids are interacting with well qualified teachers and support staff to give them the quality of a 'real school' experience, from home. I am grateful to partner with the teachers as they offer my kids an education that I alone could not accomplish."

Tamara recognizes that there are some subjects that have been difficult because of the parent-child dynamic. "I have found that removing areas of tension makes me a better parent and homeschool mom, and I am grateful that I have the Springs Charter Schools community to

keep me successful.” Tamara’s family is involved with other homeschool families in a local history co-op. As part of the co-op, families meet three times a year for a historical fiction book club, go on monthly field trips, and have an end of the year “Family Learning Expo.”

Tamara uses the community to create life skills and special interest courses for her kids. Currently her children are participating in swim, softball, BMX, and Girl Scouts as learning opportunities within the community. Tamara states, “These activities give my kids critical life skills such as dealing with competition, taking risks, making friends, establishing work ethic, and developing their personal best self.” Tamara has tailored unique learning paths for her children using the many resources provided through Springs Charter Schools, family networking opportunities, and tapping into community resources. Homeschool parents have unlimited ways to establish a meaningful and rich learning experience for each child.

II. Venture Online K-12 (Non-Classroom Based)

Venture is an online program that caters to the evolving needs of the 21st century student. Credentialed, experienced teachers share the belief that all students can be successful with the necessary tools.

At Venture, teachers focus on identifying each student's unique learning style in order to achieve academic success. Students experience an engaging learning environment offering challenging curriculum, highly qualified teachers, and a supportive means to graduate with an accredited high school diploma. The goal at Venture Online is to provide students with the necessary tools to attain academic success while pursuing their personal dreams.

A. Defining Elements of the Program

Venture Online provides students with highly qualified teachers in math, science, and English in grades 9-12. Students receive weekly contact in a virtual face-to-face meeting with their individual teachers in a supported environment. Because all students have a unique learning style, parents and students are provided with an opportunity to explore how students learn best through the use of a learning style profile.

B. Personalized Learning Plans

Each K-12 student has a Learning Coach (teacher of record) they meet with regularly one-on-one. Taking into account the student's future plans, academic history of grades and credits, post graduate plans, as well as the student's personal interests, the Learning Coach creates a Personalized Learning Plan for each student. It is our goal to help the student meet those goals by staying on track. Using state testing and internal assessments, teachers work with students to personalize assignments to fit the student's learning styles and abilities, as well as create a flexible learning environment that can be completed anywhere, any time, and at their own pace.

C. The Community is our Classroom

Venture offers a variety of elective courses based on each student's individual interests and skills. Dual enrollment is encouraged during high school so that students can accelerate their enrollment into college as well as earn credit in high school. In addition, offering online articulated college courses allows our program the necessary flexibility while students are pursuing their personal dreams and interests.

D. Parent/Student/Coach Collaboration

Parents are vital to each student's success. Parents, students, and teachers work as a team; all participants have a shared responsibility to the success of every student. As in any distance-learning environment, communication is essential for the best result and experience. Teachers and staff are available by multiple means of technology to connect with students and parents.

III. Keys High School 9-12 (Non-Classroom Based)

A. Mission and Vision

Keys College and Career Prep will utilize a personalized learning independent study model with challenging academic experiences and choice. Keys teachers train the students to become independent in their learning, foster a positive growth mindset, and teach the students good organizational skills so that they may be outstanding college students and productive citizens in the careers of their choice. The Keys program will foster the innate curiosity of all learners and provide opportunities that empower students and their parents to make the best choices for success in life's journey.

At a minimum, students will meet face-to-face with their teacher for a one hour weekly meeting. Teachers are also available virtually throughout the week for questions and follow-up.

B. Academic Innovation

1) Personalized Learning

By assessing each student's academic needs and personal interests in combination with their learning style, Keys teachers can provide both interesting and challenging coursework within the independent study curriculum that promotes academic success. Students set goals for their own learning, and they are offered choice within a rigorous curriculum. Students learn to use technology and participate in real world internships. Students may enroll in online Career-Technical Education (CTE) courses to earn career pathway certificates. Students have the opportunity to engage in many extracurricular activities, such as acting, athletics, dancing, and performing while still earning a high school diploma. All core courses will be a-g approved to meet UC/CSU eligibility requirements.

We believe that the learning process should engage students at multiple levels as well as help students build skills to be competent in any post-graduation goals. Learning becomes meaningful and dynamic when the learner is personally invested in the learning process. We believe that personalizing learning enables students to engage in a more meaningful way to the content.

2) Goal Setting

Teachers and students work jointly to create learning goals that connect the learning objectives (standards) to students' interests and learning style(s). The goals are fleshed out with timelines and strategies to reach each goal. Students will track their progress using a variety of methods, from formal goal sheets, Canvas tools and gradebooks, and weekly

meetings with their Keys teacher. Students also meet with a school counselor at least once a year to make sure they are on track to graduate; in addition, the assigned counselor is available as needed. Goals are reviewed regularly and adjusted to assist the student in graduating on time.

3) The Community is Our Classroom

Students are encouraged to participate in articulated courses through Career-Technical Education and concurrent college enrollment opportunities at the local colleges. Students may also participate in school-organized field trips, based on their interest and high school courses. Students are also encouraged to participate in internships in order to learn from community members. Students gain experience in various job fields and contribute to the businesses where they serve their internships.

Power Tools help students hone their thinking and listening skills, and honor students' diversity and original thinking. The active exchange of ideas increases intrigue and motivation about known content and stimulates new ideas that promote critical thinking.

C. Academic Program

1) Shared Inquiry

Keys uses shared inquiry strategies to engage all readers in higher-order thinking and collaborative problem solving in our online class discussions. In shared inquiry, students and teachers come together to help each other explore the meaning of a literary work, historical event, or scientific occurrence. Each participant brings a unique perspective that influences how he or she understands the work, event, or issue. Sharing their interpretations, participants gain new insights and deepen or change their initial understanding. Researchers make it clear that teachers can make a real difference when they engage in the ongoing cycle of planning, acting, reflecting, and changing; an approach characteristic of action research. They present inquiry-based learning as a hopeful approach to educational improvement.³

2) Service Learning

Students will problem solve, create and learn job skills in quality Internship classes, prepare written documents and complete presentations for advocacy purposes. Working in the real world and participating in CTE courses encourages the critical thinking skills that 21st century learners will need to adapt content knowledge for varying jobs and career paths (See Appendix W for CTE Pathways List). CTE pathways and internships integrate community service with academic study to enrich learning, teach civic responsibility, and

³ Hattie, J. A. C. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. London: Routledge, page 208-209.

strengthen communities. Students have opportunity to exhibit leadership, ethical behavior, and respect for others; accept responsibility for personal actions, consider the impact on others; take the initiative to plan and execute tasks, and interact productively as a member of a group.

3) Shared Responsibility

The entire school community shares in the responsibility of shaping a positive learning environment within our school. There is no substitute for excellence. Excellence demands both individual commitment from students and cooperation between students, parents, teachers, board members, and the community. We believe that all stakeholders share responsibility and play an integral part in setting academic, social, and personal goals for the education of all students. This schoolwide team-based approach assumes shared responsibility for the achievement of all students. It addresses student concerns and monitors student progress. This shared responsibility encompasses the belief that our success is dependent on the commitment and support of all stakeholders.

D. Curriculum

All materials and teaching methods used for English, math, science, and history will support the learning of the California State Standards including the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). The CCSS is focused on higher-level thinking skills, which can be taught through our a-g Canvas integrated courses and online classes.

1) English Language Arts

High quality English Language Arts instruction employs varied materials and strategies. Keys students will use a variety of textbook and online materials to help them reach mastery in all areas of ELA. Students use novels and primary source materials to learn English concepts. The Canvas courses also use material from Prentice Hall Literature Common Core Edition. Concepts are integrated with science and history to provide real world examples and transition the student between the written word and real life experiences. This textbook series is a comprehensive literacy program that teaches the new standards and helps students become better readers, better writers, and better thinkers so they are better prepared for college, careers, and beyond. Students receive leveled support and scaffolding in the online classes for understanding increasingly complex texts, informational texts across content areas, and writing argumentative, informative/explanatory, and narrative texts. Students meet with the English specialists weekly in discussions and seminars in an online environment. All English courses are a-g approved.

2) Math

We employ a mastery-based, balanced mathematics program, implementing a variety of learning tools including online, center-based, and textbooks. Our math courses have been written by math specialists and are a-g approved. Textbook materials include Prentice Hall, Common Core, Harcourt and others.

Online tools include i-Ready for struggling students and MathXL for all students. Students meet with the Math Specialist weekly for online discussions and seminars.

3) English Language Development

High quality English Language Development (ELD) instruction requires a multitude of materials and strategies. Keys will use a variety of personalized textbook and online materials to help students reach mastery in all areas of ELA. Programs in use may include, but not be limited to: i-Ready lessons, Wordly Wise for vocabulary development, audio books, Rosetta Stone, and creating vocabulary dictionaries. See Appendix DD for a draft Master Plan for English Learners.

4) Science

High quality science instruction is written by our single-subject science specialist, and has been a-g approved. Keys will use a variety of textbook, lab and online materials to help students reach mastery in all areas of science. Students meet online with the Specialists weekly and participate in person at Mobile Science Lab monthly to meet the a-g requirements.

5) History

Students learn history and science through our integrated online curriculum, overseen by history single subject specialists. The students study history in the context of real world careers, significant historical events, and using primary source documents. The students interact with the single-subject specialist through online discussions, seminars, and key assignments that require higher-level thinking. All History courses are a-g approved. See appendix F for sample.

6) PE & Electives

PE will focus on health principles and will follow the FITT principles (Frequency, Intensity, Time, Type). Students participate in a wide range of physical education activities according to their interests and abilities. They incorporate the FITT principles into their chosen fields of activity. They are required to participate in a minimum of 75 hours a semester and show growth and mastery.

Electives: Students will participate in self-selected elective courses according to the courses that we have available in Canvas. Some of the courses include but are not limited to: CTE courses, internships, Foods, Culinary Arts, Psychology, Drawing, Life Skills, Family Studies, and Music Instruction.

E. Instructional Strategies

The Keys programs utilizes mastery learning. Students are expected to master concepts before moving on to new assignments and concepts. They are given multiple opportunities to redo work or show mastery in different learning styles.

All Keys courses are online courses; students may meet with their Keys teacher or may work collaboratively with other students to solve complex assignments.

F. A Day in the Life of Keys Students

Ian gets up early and goes to work each day. He comes home around noon and starts his schoolwork. He prefers to work at home because he likes to complete assignments in the afternoon and late into the evening. When he has questions, he texts his Keys teacher and soon gets a reply. If he is doing his schoolwork in the evenings, he sends his Keys teacher an email with any questions, knowing that she will answer them the next school day. Once a week, he meets with his teacher to complete the self-check, take mastery quizzes, calculate his percentage of work turned in, and complete his attendance. He gives his organized work to his Keys teacher with the checklist on top, and he and his Keys teacher discuss his past work and go over his future assignments. They also discuss his job, as he is getting credit in work experience class. He wants to own his own business one day, and he knows that working now will help him be able to realize his dream in the future. He knows that he needs to be extremely organized to be able to work at a business and get his studying done and his assignments completed. He is very proud of the fact that he turns 100% of his work in each week.

Sophie is a dancer and is studying to be in a national ballet company. Because of her talent and her desires, she knows that she cannot attend a traditional school. Every day, she goes to her ballet classes and practices several hours. Between practice and classes, she works on her school assignments. She knows that she has to do well academically so that she can get into a specific four-year university that she has always wanted to attend. She also works on her school assignments in the evenings when she has a dance program during the day. She schedules time between her practices to meet with her Keys teacher once a week to self check her work, do attendance, and take mastery quizzes. She meets with her Keys teacher to discuss plans for her future, and concerns that she has about assignments; she also likes to talk about reading and her love of books. Her Keys teacher encourages her in her goals, and they spend some time

planning how she can get everything accomplished for the week. She leaves with her assignment checklist and confidence that she can discipline herself to get it all done.

Caleb has been very ill with severe anxiety and depression and has a hard time being in a traditional school. He works with his Keys teacher at their weekly meeting. Together with his parent, he creates an academic plan to be able to get his work accomplished in spite of his illness. Since he does most of his work at home, his parent monitors his daily schoolwork, and she emails his Keys teacher with questions and clarification. He has the same access to all his curriculum and the Single Subject Specialists as every other student, and he is progressing slowly in getting his classes completed.

IV. Arrow High School 10-12 (Non-Classroom Based)

Arrow High School will offer a high school independent study program specifically for students in grades 10-12 who are credit deficient. Each student will be assigned a credentialed teacher to guide and oversee their instructional plan. The Arrow High School (AHS) program will provide a fully-supported independent study program enabling students to be successful in high school coursework, recover credits, and get back on track to graduate using at least state minimum graduation requirements (plus 15 units). Students can be enrolled in AHS by school counselor recommendation only. Students enrolled in AHS will work with their parent, teacher, and counselor to develop a personalized plan. Through the hybrid model offered at the AHS program, all students will be supported with completing their coursework to their highest ability. All curriculum, assessments, and appropriate resources will be made available to students as part of their personalized plan. AHS students will find success in high school while catching up on units via the personalized learning plan.

A. Personalized Learning

By assessing each student's academic needs and personal interests in combination with their learning style, AHS teachers can provide both interesting and challenging coursework within the independent study curriculum that promotes academic success. Students set goals for their own learning, and they are offered choice within a rigorous curriculum. Students learn to use technology and participate in real world internships. Students may enroll in online Career-Technical Education (CTE) courses to earn career pathway certificates. Students are enrolled in a-g courses approved to meet the UC/CSU eligibility requirements; however, general-level classes are available for students approved through the placement and guidance process.

The learning process will engage students at multiple levels as well as help students build the skills necessary to be competent in any post-graduate goals. Learning becomes meaningful and dynamic when the learner is personally invested in the learning process. We believe that personalizing learning enables students to engage in a more meaningful way to the content.

B. Goal Setting

Teachers and students work jointly to create learning goals that connect the learning objectives (standards) to students' interests and learning style(s). Student goals are developed collaboratively as part of the personalized plan and include timelines and strategies to reach each goal. Students track their progress using a variety of methods, from formal goal sheets, Canvas tools and gradebooks, and weekly meetings with their AHS teacher. Students also meet with school counselors at least once a semester to make sure they are on track to graduate. Each student is assigned a counselor that he or she can call on as needed. Goals are reviewed regularly and adjusted to assist the student in graduating on time.

C. Instructional Strategies

The AHS program utilizes mastery learning. Students are expected to master concepts before moving on to new assignments and concepts. They are given multiple opportunities to redo work or show mastery in different learning styles.

Students in AHS participate in an independent study model where instruction is delivered both online from single-subject specialists and face-to-face during their weekly meeting with the teacher of record. Individual support will be provided during these face-to-face meetings. Teacher meetings provide opportunities for personalized student goal setting, learning, consistent feedback, and progress

monitoring. AHS teachers and staff believe that students striving to get back on track are most successful when regular face-to-face contact supports online independent study work.

Plan for Students who are Academically High Achieving

Students who are academically high achieving are those who are working independently a minimum of one grade level above grade-level standards.

A. Identification

High achieving students will be identified through the following criteria: Two or more years of scoring standards exceeded on the standardized test instrument, and/or through report cards indicating excellent work, and/or through placement test results including assessments from previous school(s), and/or through teacher recommendations.

B. Parent Notification and Involvement

HSCS assists parents through academic screening, counseling, and curriculum choices to support high achieving students. The school shall provide regular written notifications of the results of assessments to all parents/guardians of pupils assessed. Personalized learning plans are created in collaboration with parents and students based on the assessment results so that strengths can be built upon and difficulties addressed.

The personalized learning plans of high achieving students will be designed to suit their individual needs and allow them to accelerate the pace of their learning and/or to pursue more challenging studies. Because the staff of HSCS understand that bright students often have academic gain “sprints,” students who have mastered their grade level standards will be encouraged to study the next grade level designation, with parent involvement and notification. Great care will be taken before deciding to accelerate students, either academically or through a grade level promotion. This process is completed through the Guidance Department where a counselor assesses the situation and works with a multidisciplinary team to determine advancement.

Personalized learning allows students who are high achieving to accelerate their learning if desired or spend additional time deeply engaged in core subject areas.

C. Supports

HSCS believes that differentiation is the key to success with high achieving students. HSCS teachers will differentiate content, process, or product according to students’ academic level and learning profile. High achieving students will be provided with opportunities such as the next grade-level’s coursework, high-interest independent study projects, access to advanced online classes, and access to concurrent enrollment classes offered at the community college.

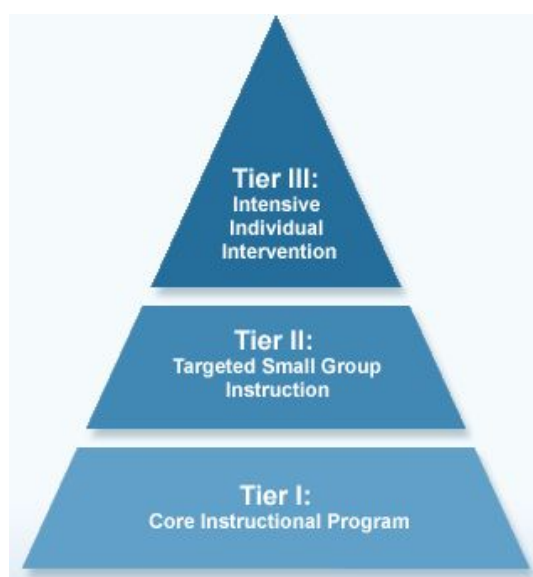
Plan for Students who are Academically Low Achieving

HSCS believes that both the confidence and the motivation to learn are fostered by providing the student with curriculum appropriate for his or her current level of academic proficiency and then adjusting the pace and rigor of learning to challenge and engage his or her full potential. In order to directly support low achieving students, the credentialed teacher, parent(s), and student will collaborate to design the optimal personalized learning plan. Harbor Springs Charter School is designed to provide a rigorous and personalized school experience within each student's familial culture and support. Harbor Springs' community of leaders, teachers, students, families, and public will collaborate to ensure that all students are growing and achieving.

A. Identification

Students will be assessed through i-Ready to identify their strongest learning modalities as well as grade levels of proficiency in reading, language usage, and key areas of mathematics. With the information from these formal assessments, in addition to information from both the parent and the student about the student's history, attitudes, and interests, a learning plan will be established to optimize the student's chance for success.

Universal screening is a general outcome measure used to identify underperforming students and to determine the rate of increase for the school and student. A universal screening will not identify why students are underperforming; rather it will identify which students are not at the expected performance criteria for a given grade level in reading and mathematics. The key feature in a screening measure is the accuracy in classifying a student as "at risk" or not "at risk." Although it is important that overall student achievement consistently be evaluated using multiple measures, universal screening is important because it represents the first point of entry into our multi-tiered systems of support (Tier I, Tier II and Tier III).



Universal screening measures for all HSCS students:

1. I-Ready for grades kindergarten through 10
2. State Test, including CAASPP
3. Curriculum-based assessments that are part of the student's instructional program
4. Teacher and parent observation, student work samples
5. Discipline Report

B. Parent Notification and Involvement

Both the administration and teachers will contact parents of low-achieving students in a responsive and timely manner, as laid out in our MTSS Handbook for Teachers (Appendix U). The credentialed teacher will be the main point of contact between family and school. The credentialed teacher will communicate with parents both formally and informally, in person and by telephone. Teachers examine students' grades formally each month with the student at the regular homeschool meeting or at an academy advisory meeting. Low-achieving students, in any academic class, are identified.

C. Mastery Grading

Mastery learning and grading is designed to ensure that all students truly master each grade-level skill. Mastery learning allows for flexible pacing, redos and revisions, and enables teachers and parents to address the unique learning styles and needs of every student.

Mastery is identified by mastery levels represented numerically as 1-4. Evidence of learning including assessments are assigned a mastery level (1-4) rather than a letter grade based on points. Springs I CAN! Proficiency Scales define levels of proficiency for each grade-level I Can! (CCSS). With mastery grading, each student will receive a 1, 2, 3, or 4 in every subject area.

Teachers respond to student learning by matching instruction based on the Tier level need for each students. This process of reviewing data and identifying level of support happens through monthly PLCs and STAR teams. Teachers respond to the data by providing the intervention and acceleration based on student need.

The credentialed teacher will remain in close contact with the family and will propose any alterations to the plan that may appear necessary as the student moves forward. If a student is not making sufficient progress via the individualized Learning Plan analysis, the credentialed teacher will meet with the parent(s) and student collaborate on how to better achieve and support learning.

D. Supports

Harbor Springs' philosophy that parents are the primary educators for their children implies that the parent's influence in their child's education is a major factor of their students' academic success. Parents and staff are expected to have ongoing, open discussions about each

student's progress on a regularly scheduled basis. When a concern about an individual student's academic progress is determined, either as a result of assessments or a parent or teacher observation, interventions to the curriculum and/or instructional delivery will be discussed.

E. Increase Time and Intensity

Time spent daily in ELA and math is an important discussion topic at each learning plan meeting. Kindergarten students should spend at least one hour in ELA and 30 minutes in math each day. First through third grade students should spend two-and-a-half to three hours per day in ELA and 45 minutes to one hour of math each day. Fourth through eighth grade students should spend two hours per day in ELA and one hour in math per day. High school students should spend one hour per academic day in each enrolled course.

Consider the following strategies to increase time and intensity when there is a concern in academic progress:

- Time extension (e.g. double the amount of time)
- Time of day: schedule assignments at optimal time for the student's maximum performance (e.g. math assignments after PE, in the morning, or after medication)
- Breaks: specify the number and length of breaks for students, during the performance of assignments
- Multiple days: provide an assignment in sections over two-or-more days (e.g. one section or question of the task per day)
- Multiple time segments: provide assignment in sections over two or more time periods throughout the day (e.g. one 15-minute segment in the morning and another 15-minute segment in the afternoon)
- Timelines provided to students to assist them in pacing their work

F. Supplemental Resources

We include supplemental resources in every discussion of the personalized learning plan. HSCS has supplemental resources available for all students:

- Aleks math is an online resource that personalizes each lesson and provides student choice in assignments for the learning session.
- Reading A-Z offers ELA materials in reading, vocabulary, comprehension, assessment, spelling and phonics. Resources can be accessed by parents with internet access, or they can be printed by the homeschool specialist and provided to the student.
- Essentials is an intensive resource and can count for a high school special interest course, as it prepares students for the necessary skills in Mathematics 1. This free resource is available to our high school students through Moodle or Canvas. It can also be delivered by a tutor or a parent with concepts delivered in packets. These

packets have necessary teaching resources that are accessible through Moodle/Canvas and are a required component to teach essential foundational skills needed in mathematics.

- Study Island is a supplemental resource available as an online workshop.

G. Ongoing Evaluation

Progress monitoring is a technique that provides continuous feedback about the effectiveness of the instructional program and the student's achievement. I-Ready and OARS are the tools HSCS will use for Tier I progress monitoring. For Tiers II and III, the basis of the program is weekly, direct measurement of a student's progress toward a specific goal. I CAN! statements will also be used as a progress monitoring tool.

We believe it is imperative to monitor a student's progress on a frequent and consistent basis in order to ensure the following:

- Continuous feedback via conferences, written, and oral communication on the effectiveness of a specific instructional intervention
- A system for accountability for student achievement
- Data on student progress, which can assist teachers in making data based decisions regarding the need
- Current instructional strategies, which include well-developed evaluation techniques
- Graphic displays of a student's progress over time in a way that can easily be shared with parents and other professionals involved in the student's education

Special Education

HSCS shall serve the needs of students with disabilities by complying with applicable state and federal laws and regulations prohibiting discrimination against, and requiring a free appropriate public education be provided to, children with disabilities. For the complete Special Education Procedural Manual, see Appendix V.

A. Overview

Harbor Springs Charter School is committed to meeting the needs of students with exceptional needs, their parents, and the staff members who work with the students with disabilities enrolled in our programs. Policies, procedures, and guidelines are in place to ensure that students being referred for and/or enrolled in special education program services receive a free appropriate public education, in the least restrictive environment. Harbor Springs is committed to offering the full continuum of educational options to students with disabilities in the least restrictive environment that allows them to make progress in accordance with their unique circumstances. Harbor Springs Charter School follows the guidelines and procedures set forth in accordance with all State and Federal laws.

HSCS shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities Education Improvement Act (“IDEA”). HSCS shall participate as a local educational agency (“LEA”) in a special education local plan area approved by the State Board of Education in accordance with Education Code Section 47641(a) and will receive state and federal revenues directly, in accordance with the SELPA’s allocation plan. HSCS is and will continue to be an active LEA member in the Riverside County SELPA.

HSCS shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures and shall utilize appropriate SELPA forms.

HSCS may request related services (e.g. speech, occupational therapy, adapted P.E., nursing, and transportation) from the SELPA, subject to SELPA approval and availability. HSCS may also provide related services by hiring credentialed or licensed providers through Non-Public Agencies.

HSCS shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by HSCS shall be accessible for all students with disabilities.

B. Services for Students under the IDEA

The following description regarding how special education and related services will be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The following provisions are meant to summarize the Charter School Petitioner's understanding of the manner in which the full continuum of special education instruction and related services shall be provided by the Charter School. The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of HSCS and the SELPA. A copy of the MOU will be presented to the District upon execution.

HSCS shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

HSCS will provide services for special education students enrolled in HSCS. HSCS will follow SELPA policies and procedures and shall utilize SELPA forms in seeking out, identifying, and serving students who may qualify for special education programs and services, for responding to record requests and parent complaints, and for maintaining the confidentiality of pupil records. HSCS will be exclusively responsible for the provision of services (including, but not limited to, referral, identification, assessment, case management, Individualized Education Program ("IEP") development, modification, and implementation).

All students with disabilities will be fully integrated into the programs of HSCS with the necessary materials, services, and equipment to support their learning. The school will ensure that any student with a disability attending HSCS is properly identified, assessed, and provided with necessary services and supports. Special Education and related services will be provided to each student in accordance with the areas of need identified by each individualized education plan (IEP). Students with disabilities enrolled in Homeschool will receive services at public facilities (libraries, etc). All students will have the opportunity to participate with their General Education peers to the greatest extent possible based on the needs identified in the IEP. The full continuum of services will be available to all students with disabilities. HSCS will contract with local LEAs, County Office of Education, and/or Non-Public schools as needed if a more restrictive placement is required than can be provided by HSCS.

C. Staffing

All special education services at HSCS will be delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the IDEA. HSCS staff shall participate in in-service training relating to special education by the SELPA or HSCS.

Operating within all legally mandated timelines, HSCS will be responsible for the hiring, training, and employment of staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and related service providers including, without limitation, speech therapists, occupational therapists, behavioral therapists, psychologists. HSCS shall ensure that all special education staff hired by HSCS are qualified pursuant to SELPA policies, as well as meet all legal requirements. Documentation of qualifications shall be maintained on site for inspection.

D. Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law.

Assessments shall be conducted to address all suspected areas of disability including, but not limited to: academic achievement, social/adaptive/behavioral/emotional, processing, perceptual or motor development, communication development, cognitive development, health development, and post-secondary transition. Assessment measures will include formal and informal assessments including interviews and observations.

Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment. Assessments must be conducted by a person with knowledge of the student’s suspected disability, and administered by trained and knowledgeable personnel, and in accordance with any instructions provided by the producer of the assessments. Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory. Assessments will be delivered in the student’s primary language, and a qualified interpreter will be provided if needed. Assessment tools must be used for purposes for which the assessments or measures are valid and reliable. Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills. A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability. The assessment will be completed and an IEP meeting held within 60 days of receipt of the parent’s written consent for assessment.

E. Identification and Referral

HSCS provides for the identification and assessment of the exceptional needs of an individual, and the planning of an instructional program to meet the assessed needs. Identification procedures include systematic methods of utilizing referrals of pupils from teachers, parents, agencies, appropriate professional persons, and from other members of the public.

Identification procedures are coordinated with school site procedures for referral of pupils with needs that cannot be met with modification of the regular instructional program (EC 56302).

Parents and staff work closely to address academic or behavioral performance and concerns of individual students. Parents will be contacted whenever there is a concern about their child's academic or behavioral performance. Parents may also contact their child's teacher or director/administrator with concerns about their child's academic or behavioral performance.

Concerns may be addressed in a Response to Intervention (RTI) meeting. This meeting may be initiated by school staff or parents/guardians/student. During the RTI meeting, the team can document concerns and which strategies are being implemented or will be implemented to attempt to address the student's concerns related to their learning.

A written parent request for assessment starts the assessment process and HSCS must respond in writing within 15 days. Director of Special Education or designee will notify RTI Team of the parent's request. HSCS will hold a meeting within 10 days to address the parent's concerns and determine if an assessment is required. If so, parent will receive a written Assessment Plan within 15 days. Assessment Plan and Prior Written Notice (PWN) will be developed by Special Education staff to determine assessments needed to address all areas of suspected disability. The parent will be given at least 15 days to provide written consent. A pupil shall be referred for special education instruction and services only after the resources of the regular education program through the Multi-Tiered System of Supports have been considered and, where appropriate, utilized (Education Code Section 56303) (See Appendix U for MTSS Handbook). The assessment will be completed and an IEP meeting held within 60 days of receipt of the parent's written consent for assessment. If assessment is not required, parent will be provided with a Prior Written Notice (PWN) indicating denial of request within 15 days of the request.

F. IEP Meetings

HSCS shall arrange and send notice for the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. HSCS shall be responsible for having the following individuals in attendance at the IEP meetings: the principal and/or the HSCS designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher, the student, if appropriate; the parent/guardian; and other HSCS representatives who are knowledgeable about the regular education program at HSCS and/or about the student. HSCS shall also arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, special education teacher, and behavior specialist, and shall document the IEP meeting and provide the notice of parental rights.

G. IEP Development

HSCS understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible HSCS

students in the least restrictive environment in accordance with the policies and procedures of the Charter School and requirements of State and Federal law. For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals shall be developed.

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress
- After the student has received a formal assessment or reassessment
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request)
- When an Individual Transition Plan is required at the appropriate age
- When HSCS seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability

H. IEP Review

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress. If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, HSCS will have 30 days, not including school vacations greater than five days, to hold the IEP meeting.

I. IEP Implementation

HSCS shall ensure that all progress reporting complies with state and local guidelines. HSCS shall be responsible for implementation of IEPs and supervision of services. HSCS shall provide the parents with timely reports on the student's progress as provided in the student's IEP, as frequently as progress reports are provided for HSCS's non-special education students, which is at least once during each academic term. HSCS shall also provide all homeschool coordination and information to the parent/guardian each semester. HSCS shall also be responsible for providing all curriculum, materials, and modifications and accommodations. All special

education services and supports shall be developed to ensure student receives a free, appropriate education in the least restrictive environment.

J. Interim and Initial Placements of New Charter School Students

For students who enroll during the school year in HSCS from another school district with a current IEP, HSCS shall implement comparable services in accordance with the most recent agreed-upon and implemented IEP from previous school district to the extent practicable or as otherwise agreed between HSCS and the parent/guardian. HSCS will conduct an Interim IEP meeting within 30 calendar days. Prior to such meeting and pending agreement on a new IEP, HSCS shall implement the existing IEP at HSCS, to the extent practicable or as otherwise agreed between HSCS and the parent/guardian.

K. Non-Public School Placements/Non-Public Agencies

HSCS shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. HSCS shall immediately address all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement in accordance with applicable law.

L. Non-Discrimination

It is understood and agreed that all children will have access to HSCS, and no student shall be denied admission nor counseled out of HSCS due to the nature, extent, or severity of his or her disability or due to the student's request for, or actual need for, special education services.

M. Procedural Safeguards and Parent/Guardian Complaints

HSCS shall adopt policies and procedures for responding to parental concerns or complaints related to special education services in accordance with applicable law. Parents or guardians of students with IEPs must provide written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP. HSCS will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions at least once per year. HSCS will utilize the Notice of Procedural Safeguards used by the SELPA.

HSCS shall receive any concerns raised by parents/guardians regarding related services and rights. HSCS's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. An IEP meeting will be scheduled if necessary to address the parent complaint. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child. HSCS shall respond to any complaint to or

investigation by the California Department of Education, the United States Department of Education, Office of Civil Rights, or any other agency.

N. Dispute Resolution

HSCS may initiate a due process hearing or request for mediation with respect to a student enrolled in HSCS if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, HSCS shall defend the case. In the event that HSCS determines that legal representation is needed, it shall select appropriate legal counsel.

O. SELPA Representation

HSCS understands that it shall represent itself at all SELPA meetings.

P. Funding

HSCS understands that it will be subject to the allocation plan of the SELPA.

Q. Section 504 of the Rehabilitation Act

HSCS recognizes its legal responsibility to ensure that no otherwise qualified individual with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of HSCS. Harbor Springs Charter School identifies, evaluates, and provides a free, appropriate public education under Section 504 of the Rehabilitation Act of 1973 to each student with a physical or mental impairment, that substantially limits, one or more major life activities. Those students who are found to satisfy all three of these criteria, through a multi-disciplinary team process, are eligible to receive general education accommodation and general education related aids and services that are designed to meet the needs of disabled students as adequately as the needs of non-disabled students. The team will develop a section 504 service plan based on all available information. The team will be assembled by HSCS's 504 Coordinator or other designated staff and shall include the parent/guardian, the student (where appropriate), and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including but not limited to health, academic, social and behavioral records, and is responsible for making a determination in regard to eligibility for a section 504 accommodation plan as a qualified individual under section 504. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's major life activity. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational

program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills

The final determination of whether the student will or will not qualify to receive services is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have accommodation needs under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education. In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by HSCS's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications, or services that may be necessary.

All 504 team staff, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, will have access to a copy of each student's 504 Plan. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the plan and continued eligibility.

English Learners

HSCS will meet all applicable legal requirements for English Learners (“EL”) as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School will implement policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

HSCS complies with all applicable federal and state laws concerning services and the education of EL students. HSCS shall adopt policies and procedures ensuring the:

- Identification of EL students
- Development of a program designed to provide assistance to EL students
- Development of appropriate evaluation standards, including formalized testing procedures to identify the level of proficiency

Under the management of the Superintendent, HSCS takes an active role in the recruitment and staffing of authorized personnel for all EL programs and makes it a priority to hire CLAD and BCLAD teachers. Teachers not currently authorized but who are serving ELs shall be required to sign a memorandum of understanding stipulating that they will be actively participating in professional development designed to secure an appropriate authorization within two years. The Superintendent, or designee, will then monitor attendance at professional development activities to ensure that such teachers remain on track to complete the necessary training for their authorizations.

A. Home Language Survey

At the time of enrollment, all HSCS parents fill out a Student Application, which includes a Home Language Survey (HLS) used to determine the primary language of the student. This survey remains on file for each student in the HSCS office in the cumulative folder. The application with the home language survey is available in English and Spanish. All students, including English only students, must have a completed HLS on file. Each completed HLS must include a parent’s signature and date.

If any of the first three responses on the HLS indicate a language other than English, the student is assessed within thirty days in English listening, speaking, reading, and writing using the California English Language Development Test (CELDT) for the 2017-2018 school year and the English Language Proficiency Test for California (ELPAC) beginning with the 2018-2019 school year. The results of these assessments enable school personnel to determine the English language proficiency level of the student. In addition, the student’s information will be reviewed in CALPADS to ensure accuracy of the HLS.

For students who are transferring from a California school district, the application with the HLS will still be administered. However, the only HLS that is valid is the first one ever completed by

the parent at the time of initial enrollment in a California school district. For placement purposes while cumulative student records are in transit, the Assessment Department will verify previous English Language status through the California Longitudinal Pupil Achievement Data System (CALPADS). The student's language status, as determined by the **originating** district, shall be honored.

B. English Language Proficiency Assessment

For the 2017-2018 school year, the state-approved instrument used for initial language assessment is the California English Language Development Test (CELDT). The assessment determines the student's English language proficiency level (1, 2, 3, 4 or 5). The CELDT test should be given only once for initial identification. Beginning in spring 2018, and each year thereafter the English Language Proficiency assessment for California (ELPAC) will be given for annual progress monitoring. Annual progress will be scored based on 4 proficiency levels (Minimally Developed, Somewhat Developed, Moderately Developed, and Well Developed).

The speaking portion of the CELDT and ELPAC are designed to assess the student's oral language proficiency. For all students, the oral portion of the test is administered individually, and it is scored as the student responds to each item.

Both tests proceed with the listening, reading, and writing assessment. The listening, reading, and writing portion of the test can be administered as group tests for grades 3-12. Students in grades TK-2 are assessed individually. Scores from each initial test are used to determine the designation of the student as either an English Learner (EL) or the basis for re-designation to Initially Fluent English Proficient (IFEP). Reading and writing scores are not used in determining English Learner status for students in grades TK-1. The assessment shall be conducted by qualified and trained assessors who report to the HSCS Assessment Department.

Test results are recorded on an assessment information sheet and placed in the HSCS cumulative folder. The proficiency level is entered and recorded in the student information system (OASIS) database.

Transition to ELPAC

California is in the process of transitioning to the English Language Proficiency Assessments for California (ELPAC); full implementation of ELPAC is projected for the 2018-19 school year. All students who indicate that their home language is other than English will be tested with the ELPAC within 30 days of enrollment. The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

HSCS will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Elementary and Secondary Education Act for annual English proficiency testing.

Testing times will vary depending upon the grade level, domain, and individual student. The ELPAC consists of two separate assessments:

1. Initial Assessment (“IA”)

The ELPAC IA is used to identify students as either an English Learner (EL), or as Initially fluent in English (IFEP). The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

2. Summative Assessment (“SA”)

ELs will take the SA every year until they are reclassified as fluent English proficient (RFEP). The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains (Listening, Speaking, Reading, and Writing). The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper–pencil assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually.

3. Testing Windows

Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any new HSCS student whose primary language is other than English, as determined by the home language survey, and who has not been previously assessed using CELDT or ELPAC by a California public school, or for whom there is no record from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English

Learners shall be assessed by administering the test during the annual assessment window.

C. Reclassification Procedures

Title III requires that reclassified students be monitored for a period of at least 4 years following reclassification. The Coordinator of EL Services and the assistant superintendent overseeing EL will supervise the process of monitoring reclassified students. School staff will use the CAASPP, multiple measure scores, teacher assessments and observations to semi-annually monitor the progress of R-FEP students for a period no less than 4 years after reclassification. Student performance shall be reviewed at least at each semester. Those students found to be regressing in their academic performance will be referred to receive an academic intervention in the specific area of need.

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- a) Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT and ELPAC
- b) Participation of the pupil's homeschool specialist and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery
- c) Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process
- d) Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English
- e) The Student Oral Language Observation Matrix (SOLOM) will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage

D. Parent Notification and Involvement

The school shall send a notification of the results of English proficiency assessments within 30 days to all parents/guardians of pupils assessed, whether the pupil is designated as fluent English proficient or limited English proficient. These notifications shall be written in English and

Spanish (where applicable). In addition, the notice shall be given orally when staff has reason to believe that a written notice would not be understood. Before pupils are enrolled in a program for English language learners, parents/guardians also shall receive information about the program and their opportunities for parental involvement as specified by law. This information shall include the fact that an individual pupil's participation in the program is voluntary on the part of the parent/guardian. In addition, the Director of Assessment will review monthly CELDT score reports and notify school administrators and teachers of student performance levels.

E. Strategies for English Learner Instruction and Intervention

HSCS will create an environment in which non-English speaking families feel supported and welcomed. HSCS will employ bilingual staff whenever possible, and all communication materials for parents and guardians will be available in English or other home language. All meetings that involve parents or other members of the community will offer the appropriate translation services as needed.

Teachers will engage in best practices to support ELs, with the specific strategy modified according to the need of the student and the program in which the student is enrolled. In independent study/homeschool, students will be supported daily with a variety of online tools including i-Ready, Rosetta Stone, Canvas and Adobe Connect, which allows students to connect with their credentialed teacher via a virtual platform. In addition, face-to-face instruction with a credentialed CLAD or BCLAD instructor will occur per the EL Master Plan.

HSCS staff will continue to receive professional development in Specially Designed Academic Instruction in English (SDAIE), ELD instructional strategies, and reading instruction per the Multi-Tiered System of Supports pyramid as part of their ongoing professional development activities. Instruction techniques, assessments, materials and approaches are aligned with California EL and Content Standards and focused on communicative competence and academic achievement covering listening, speaking, reading, and writing skills.

These practices include, but are not limited to project-based learning with an emphasis on multiple ways of showing mastery of knowledge, online vocabulary skills development, heterogeneous groupings in core academic classes, supplemental instruction with a focus on academic language acquisition, additional support, and tutoring.

English Language Development is a part of each English Learner's instructional program. Each program includes a portion of the day when the focus of instruction is ELD and is geared towards each student's language proficiency level. In order to teach at the proficiency level of each student, teachers may combine or divide their students into homogeneous proficiency groupings.

ELD may be incorporated within the language arts curriculum and is taught daily for a minimum of 20 minutes per instructional day in grades K-12. However, HSCS recommends 30 minutes per instructional day.

The ELD curriculum is based on the California English Language Development Standards and will include state-adopted programs, as well as supplemental English Language Development materials.

In addition, the HSCS instructional program is designed to promote language acquisition and proficiency, oral language development, and enriched learning opportunities for all ELs. Subject area teachers, advisors, and the EL coordinator meet biannually to ensure that EL students receive EL and core content instruction appropriate for their English proficiency and grade levels.

During these meetings, all students classified EL will be evaluated and placed into one of four categories through discussion, test scores, and/or other evaluations:

- EL–Core: students who are recent English learners or immigrants, and will benefit most from strategies specifically directed at transitioning them to English
- EL–Reclassify: higher-skilled students who are listed as EL but who should be tested and reclassified as soon as possible
- EL–With Learning Differences: students who are likely to have tested as EL due to learning differences that may be better supported through an IEP plan
- EL – Low-Skilled: students who have tested as EL because they are below grade level, as opposed to being English learners or having learning differences

This list is shared with instructors and administrators, with the goal of allowing more targeted and effective interventions to support ELs of all types. In addition, those EL students not ready for reclassification will be enrolled in an EL-specific after-school study program with additional scaffolding, bilingual-friendly environment, and one that meets their reading level in order to ensure that SSR is used to raise their reading fluency.

In order to determine the student's annual progress in English, each English Learner is assessed annually with the ELPAC. Additional assessments obtained from the ELA and ELD curriculum, and teacher observations are considered to determine progress aligned to the Catch-up Plan, according to a continuum of skills in the development of English language proficiency.

In addition, A number of assessments are used to track each student's progress through the English Language Development standards. These assessments include, but are not limited to, the following:

- Assessments embedded in textbooks
- Teacher-made assessments aligned with the ELD Standards
- CELDT and ELPAC outcomes
- iReady
- Web-based, ELD-standards based assessments

F. Monitoring and Ongoing Evaluation of Program Effectiveness

EL Students will be assessed on English language proficiency level in the fall and the spring annually. The EL Coordinator administers and reports ELPAC results to staff and monitors and supports reclassification of ELs on a continuous basis. ELA lead staff coordinates/conducts EL professional development, administers non-ELPAC assessments, coordinates additional EL interventions, and supports all content areas with EL strategies. Finally, administration monitors teacher qualifications for legal compliance and the availability of adequate resources.

HSCS's evaluation for the program effectiveness for ELs includes:

- 1) Adhering to HSCS-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- 2) Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- 3) Monitoring of student identification and placement.
- 4) Monitoring of parental program choice options.
- 5) Monitoring of availability of adequate resources.

G. English Learner Advisory Committee (ELAC)

When there are 21 or more English learners at HSCS, parent/guardian ELAC shall be maintained to serve the advisory functions specified in law. Parents/guardians of English learners shall constitute committee membership in at least the same percentage as their children represent of the total number of pupils in the school. ELAC has four legal responsibilities that is the focus of their work. They must advise the school and staff on the following:

- Development or revision of a master plan for English learner education for the individual school.
- Development of the school's needs assessment.
- Administration of the school's annual language census.
- Ways to make parents aware of the importance of regular school attendance

Charter School Goals and Actions to Achieve the Eight State Priorities

Please see the section “Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities” in Element B of the charter for a description of HSCS’s annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(b)(5)(A)(ii).

Element B: Measurable Pupil Outcomes

***Governing Law:** The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).*

HSCS will measure student achievement in the following three (3) ways:

1. HSCS will meet state calculated growth target annually in all significant subgroups and school-wide in two (2) of the last three (3) years.
2. HSCS will meet state calculated state-mandated assessment participation rate school-wide in two (2) of the last three (3) years.
3. Students who are identified as Multi-Tiered Systems of Support (MTSS) Tier II will show improvement in proficiency as measured by the HSCS systematic online standards-based assessment tool in two (2) of the last three (3) years.

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), HSCS’s annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d), are described in the table below, and in HSCS’s Local Control Accountability Plan (“LCAP”). See Appendix I for Sample .

Each of these goals addresses the unique needs of all students attending HSCS, including our numerically significant student subgroups: students with disabilities, English Learners, socio-economically disadvantaged, homeless, foster youth, and numerically significant ethnicity groups. The metrics associated with these goals help HSCS to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

HSCS shall develop and annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. HSCS reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP update. HSCS shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as

required by Education Code Section 47604.33.

HSCS has developed clearly defined schoolwide and student outcome goals in compliance with Education Code Sections 47605(b)(5)(B) and 52060(d).

Accomplishments in each of the goals and outcomes directly support the mission to foster the innate curiosity of students, empower their parents, and promote optimum learning by collaboratively developing a personalized learning program for each student.

See Appendix I for current LCAP draft. This draft, and all approved LCAPS, will define metrics clearly for the current year and two following. Once the charter is operational, LCAPs will be completed per State guidelines and sent to authorizer as an information item.

| CHARTER SCHOOL GOALS ACTIONS, AND MEASURABLE OUTCOMES TO ACHIEVE THE STATE PRIORITIES | |
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| STATE PRIORITY #1— BASIC SERVICES | |
| <i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i> | |
| SUBPRIORITY A – TEACHERS | |
| GOAL TO ACHIEVE SUBPRIORITY | 100% of core teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned. |
| ACTIONS TO ACHIEVE GOAL | All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; Assistant Superintendent or Designee will annually review credential status. |
| SUBPRIORITY B – INSTRUCTIONAL MATERIALS | |
| GOAL TO ACHIEVE SUBPRIORITY | 100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition. |
| ACTIONS TO ACHIEVE GOAL | Instructional materials purchased will be aligned to Common Core State Standards per the charter petition. |
| SUBPRIORITY C – FACILITIES | |
| GOAL TO ACHIEVE SUBPRIORITY | There are no student facilities in this charter. It is 100% non-classroom based. |
| ACTIONS TO ACHIEVE GOAL | Any facilities rented for events will meet all health and safety standards. |
| STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS | |
| <i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i> | |

| SUBPRIORITY A – CCSS IMPLEMENTATION | |
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| GOAL TO ACHIEVE SUBPRIORITY | 100% of teachers will participate in annual professional development on the Common Core State Standards. |
| ACTIONS TO ACHIEVE GOAL | Identify and participate in intensive professional development and trainings on the CCSS and Technology in Teaching and Learning. |
| SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE | |
| GOAL TO ACHIEVE SUBPRIORITY | 90% of EL students will gain academic content knowledge through the implementation of the CCSS. |
| ACTIONS TO ACHIEVE GOAL | EL students participate in English Language Arts/Literacy instruction with appropriate instructional support. |
| SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY | |
| GOAL TO ACHIEVE SUBPRIORITY | 90% EL students will gain English language proficiency through the implementation of the ELD curriculum and related instructional strategies. |
| ACTIONS TO ACHIEVE GOAL | EL students participate in English Language Arts/Literacy instruction with appropriate instructional support. EL students have access to ELD state-approved curriculum. All teachers are developed in and implement the current CA ELD standards. |
| STATE PRIORITY #3— PARENTAL INVOLVEMENT | |
| <i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i> | |
| SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT | |
| GOAL TO ACHIEVE SUBPRIORITY | Per the charter, “parents who enroll their children in the Charter School shall, through specific enrollment and curriculum contracts, accept primary responsibility for their children’s education.” Parents will also be involved through activities including, but not limited to, volunteering, summer conference, parent education events, surveys, accreditation, LCAP stakeholder feedback, learning plan meetings, and various other activities. |
| ACTIONS TO ACHIEVE GOAL | Parents will be involved through either learning plan meetings or parent/teacher conferences. |
| SUBPRIORITY B – PROMOTING PARENT PARTICIPATION | |
| GOAL TO ACHIEVE SUBPRIORITY | Maintain the School Site Council. |
| ACTIONS TO ACHIEVE GOAL | School administration will work with the Board/Parent Participation Group to recruit parents to the SSC via flyers. |
| SUBPRIORITY C | |
| GOAL TO ACHIEVE SUBPRIORITY | Solicit parent feedback via annual satisfaction surveys. |
| ACTIONS TO ACHIEVE GOAL | Annually, School administration as well as teachers will conduct school satisfaction assessments to generate strategies for improvement. |

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| | Results of parent satisfaction surveys will be presented to the Governing Board for discussion and implementation |
| STATE PRIORITY #4— STUDENT ACHIEVEMENT | |
| <i>Pupil achievement, as measured by all of the following, as applicable:</i> | |
| <ul style="list-style-type: none"> A. <i>CA Assessment of Student Performance and Progress (CAASPP) statewide assessment</i> B. <i>The CA School Dashboard</i> C. <i>Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</i> D. <i>Percentage of ELs who make progress toward English language proficiency as measured by the English Language Proficiency Assessment for California (ELPAC)</i> E. <i>EL reclassification rate</i> F. <i>Percentage of pupils who have passed an AP exam with a score of 3 or higher</i> G. <i>Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness</i> | |
| SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS | |
| GOAL TO ACHIEVE SUBPRIORITY | Growth of students overall and at every applicable subgroup, per the State Dashboard, on the CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics. HSCS will also maintain data on all qualifying groups (even if not shown on Dashboard) including, but not limited to: English Learners, socio-economically disadvantaged, foster, homeless, and students with disabilities. |
| ACTIONS TO ACHIEVE GOAL | Instruction conducive to student learning; adequate learning environments; appropriate CCSS aligned instructional materials; implementation of a program for assisting at-risk students; use of instructional technology in the area of mathematics; use of Multi-Tiered System of Supports. |
| SUBPRIORITY B – STATE ACCOUNTABILITY (DASHBOARD) | |
| GOAL TO ACHIEVE SUBPRIORITY | Schoolwide and all student subgroups will show growth per the CDE dashboard as calculated by the State Board of Education. Growth is based on the State calculation as published. Any growth overall, and in every subgroup, is the priority. Significant subgroups currently include: White, Hispanic, English Learners, Students with Disabilities, Two or More Races, Socio-Economically Disadvantaged, and may include any other subgroup which become significant over the term of the charter. The goal is always to move toward “blue” ranking overall and for each subgroup, showing an increase in each “growth” calculation every year. The charter will implement research-based strategies, materials, and instruction to support this goal. The Dashboard will be one of the charter’s measures for student |

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| | achievement. The charter will also disaggregate data, if not shown on the Dashboard, for all unduplicated pupils (UP) and UP groups. |
| ACTIONS TO ACHIEVE GOAL | Instruction, materials, and staff development will incorporate testing strategies in preparation for the CAASPP. |
| SUBPRIORITY C – EL PROFICIENCY RATES | |
| GOAL TO ACHIEVE SUBPRIORITY | EL students will show growth per the ELPAC each academic year. |
| ACTIONS TO ACHIEVE GOAL | EL students will receive additional instructional support which includes small group work, usage of Specially Designed Academic Instruction in English (“SDAIE”) and ELD instructional strategies, and reading instruction per Multi-Tiered System of Supports pyramid. |
| SUBPRIORITY D – EL RECLASSIFICATION RATES | |
| GOAL TO ACHIEVE SUBPRIORITY | Qualifying EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment for each of the 4 years following.. |
| ACTIONS TO ACHIEVE GOAL | EL students will receive additional instructional support which includes small group work, usage of SDAIE and ELD instructional strategies, and reading instruction per Multi-Tiered System of Supports pyramid. |
| STATE PRIORITY #5— STUDENT ENGAGEMENT | |
| <i>Pupil engagement, as measured by all of the following, as applicable:</i> | |
| <i>A. School attendance rates</i> | |
| <i>B. Chronic absenteeism rates</i> | |
| <i>C. Middle school dropout rates (EC §52052.1(a)(3))</i> | |
| <i>D. High school dropout rates</i> | |
| <i>E. High school graduation rates</i> | |
| SUBPRIORITY A – STUDENT ATTENDANCE RATES | |
| GOAL TO ACHIEVE SUBPRIORITY | Charter School will maintain a 95% ADA rate. |
| ACTIONS TO ACHIEVE GOAL | Charter School will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled. |
| SUBPRIORITY B – STUDENT ABSENTEEISM RATES | |
| GOAL TO ACHIEVE SUBPRIORITY | Students will demonstrate adequate progress, as defined by our Master Agreement and HSCS Board policy, at every learning period. |
| ACTIONS TO ACHIEVE GOAL | Collaboration with parents and implementation of interventions as specified in our Adequate Progress and SARB board policies |
| SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATE | |
| GOAL TO ACHIEVE SUBPRIORITY | Charter School will promote 98% of 7 th and 8 th grade students. |
| ACTIONS TO ACHIEVE GOAL | Charter School will offer an academically engaging learning environment for all its students, including members of all subgroups. |
| STATE PRIORITY #6— SCHOOL CLIMATE | |

School climate, as measured by all of the following, as applicable:

- A. Pupil suspension rates*
- B. Pupil expulsion rates*
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness*

SUBPRIORITY A – PUPIL SUSPENSION RATES

GOAL TO ACHIEVE SUBPRIORITY

Charter School will maintain an annual suspension rate less than county averages.

ACTIONS TO ACHIEVE GOAL

Teachers will be trained on Social-Emotional well-being component of our school policy which outlines the discipline processes. Assistant Superintendent and the Director will work with teachers and families to manage student behavior issues and concerns.

SUBPRIORITY B – PUPIL EXPULSION RATES

GOAL TO ACHIEVE SUBPRIORITY

Charter School will maintain an annual expulsion rate less than county averages.

ACTIONS TO ACHIEVE GOAL

Teachers will be trained and follow our Handbook which outlines our expulsion policy and behavior approach. Assistant Superintendent and the Director will work with teachers and families to manage student behavior issues and concerns.

SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)

GOAL TO ACHIEVE SUBPRIORITY

Charter School students and staff will adhere to the School Safety Plan.

ACTIONS TO ACHIEVE GOAL

Annually, all school employees will be trained on the elements of the School Safe Plan.

SUBPRIORITY D

GOAL TO ACHIEVE SUBPRIORITY

Charter School staff and parents will host various community building events and activities throughout the year.

ACTIONS TO ACHIEVE GOAL

Charter School will host at least three community events through collaboration with parents, students, and community members.

STATE PRIORITY #7— COURSE ACCESS

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(ii))

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| GOAL TO ACHIEVE SUBPRIORITY | Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the school's Charter. |
| ACTIONS TO ACHIEVE GOAL | All academic content areas will be available to all students, including student subgroups, at all grade levels. |
| STATE PRIORITY #8— OTHER STUDENT OUTCOMES | |
| <i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i> | |
| SUBPRIORITY A – ENGLISH | |
| GOAL TO ACHIEVE SUBPRIORITY | All students, including all student significant subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency, or growth toward grade level proficiency, in English Language Arts/Literacy. Also reference #4B above. |
| ACTIONS TO ACHIEVE GOAL | All students participate in Charter School's ELA program on each school attendance day. Instructional strategies implemented throughout include: small group work, one-to-one tutoring, reading intervention program; speaking skills to present information, narrative and response to literature; consultation and collaboration with colleagues to support student-learning goals. |
| SUBPRIORITY B – MATHEMATICS | |
| GOAL TO ACHIEVE SUBPRIORITY | All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in Mathematics. Also reference #4B above. |
| ACTIONS TO ACHIEVE GOAL | All students participate in Charter School's math program. Instructional strategies implemented in math may include: direct instruction, spiraling math curriculum, small group work, one-to-one tutoring, peer tutorial support, small group after-school tutorial, collaboration with colleagues to support student goals and learning. |
| SUBPRIORITY C – SOCIAL SCIENCES | |
| GOAL TO ACHIEVE SUBPRIORITY | All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in history, civics and social science. |
| ACTIONS TO ACHIEVE GOAL | Through direct instruction and an integrated approach, students will study a blend of American history, world history, government, geography and economics using the CA History-Social Science Content Standards or presently approved state standards. Strategies included in an integrated approach are: non-fiction and historical fiction texts; mini research projects and presentations, computer based information (articles, videos); field trip experiences, debates, and hands-on projects. |

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| SUBPRIORITY D – SCIENCE | |
| GOAL TO ACHIEVE SUBPRIORITY | All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in life, earth and space, and physical science. |
| ACTIONS TO ACHIEVE GOAL | Utilizing an inquiry based approach students will develop an understanding of science and engineering practices, disciplinary core ideas and cross-cutting practices. Strategies may include: hands-on learning, gathering and analyzing data, and integrating skills and concepts as they apply to different subjects. |
| SUBPRIORITY E – VISUAL AND PERFORMING ARTS | |
| GOAL TO ACHIEVE SUBPRIORITY | Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in visual and performing arts. |
| ACTIONS TO ACHIEVE GOAL | Through a variety of learning strategies, including direction instruction and hands on learning experiences students will study content using the Visual and Performing Arts standards for California Public Schools, kindergarten through grade twelve to ensure that students have a variety of experiences for imagining, exploring, and creating the visual and performing arts. |
| SUBPRIORITY F – PHYSICAL EDUCATION | |
| GOAL TO ACHIEVE SUBPRIORITY | Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in Physical Education. |
| ACTIONS TO ACHIEVE GOAL | Through a variety of learning strategies, including authentic learning experiences students will study content using the Physical Education Content Standards for California Public Schools, kindergarten through grade twelve to ensure that students have a variety of experiences for acquiring the knowledge that all students need to maintain a physically active, healthy lifestyle. |
| SUBPRIORITY G – HEALTH (GRADES TK-12) | |
| GOAL TO ACHIEVE SUBPRIORITY | Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in Health. |
| ACTIONS TO ACHIEVE GOAL | Through a variety of learning strategies, including authentic learning experiences students will study content using the Health Content Standards for California Public Schools, kindergarten through grade twelve to ensure that students have a variety of experiences for acquiring the knowledge that all students need to relate to health education. |

| SUBPRIORITY H – FOREIGN LANGUAGES (GRADES 7-12 ONLY) | |
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| GOAL TO ACHIEVE SUBPRIORITY | Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in foreign language. |
| ACTIONS TO ACHIEVE GOAL | Through a variety of learning strategies, including authentic learning experiences students will study content using the World Language Content Standards for California Public Schools, kindergarten through grade twelve to ensure that students have a variety of experiences for acquiring the knowledge that all students should know and be able to do in this subject area. |
| SUBPRIORITY I – CTE (GRADES 7-12 ONLY – SEE APPENDIX W) | |
| GOAL TO ACHIEVE SUBPRIORITY | Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in CTE. |
| ACTIONS TO ACHIEVE GOAL | Through a variety of learning strategies, including authentic learning experiences students will study content using the CA CTE Standards grade seven through grade twelve to ensure that students have a variety of experiences for acquiring the knowledge that all students should know and be able to do in this subject area. |

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Element C: Methods of Measuring Student Progress

Governing Law: *The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a School Accountability Report Card. Education Code Section 47605(b)(5)(C).*

HSCS expects all students will achieve the state content standards by graduation but not all will progress at the same rate. Homeschool specialists shall consider each student's individual abilities, interests, and talents in utilizing these measurements. HSCS administers the mandated state assessments as an independent entity and also meets any required state performance standards developed. HSCS conducts tri-annual evaluations of student academic performance in ELA and mathematics to determine if students are achieving academic levels that are at least equivalent to or exceeding those achieved by students in similar type schools both within San Diego County and across the State of California.

Please refer to the table in the previous section for a description of the assessments HSCS shall utilize in its educational program, which are aligned to the eight State Priorities and demonstrate multiple measures for each subject area. (Also see State Priorities section above and draft LCAP in Appendix.) HSCS affirms that its methods for measuring pupil outcomes for the Eight State Priorities shall be consistent with the way information is reported on a School Accountability Report Card (SARC) as required by Education Code Section 47605(b)(5)(C).

Additionally, student progress is assessed through the current state mandated assessment tool(s) per Education Code Sections 60605 and 60851 and a variety of the following:

1. Monthly review of work
2. Annual portfolios
3. Parent, student, and homeschool specialist observation
4. Norm and criterion referenced tests
5. In-house formative student assessment,
6. Assessments given through Professional Learning Communities
7. Continuous, personalized assessments through independent study courses
8. Student demonstrations
9. Student projects
10. Student grades

11. Student work samples

12. Student self-evaluations

The staff of HSCS believes all students can learn and will achieve at high levels when offered appropriate curriculum, time, and support. Harbor Springs has identified power standards at each grade level, our I CAN!s. These I CAN!s are based on the CCSS for each grade level. Our pacing guide lists the I CANs to be addressed during each Milestone test window. These I CAN!s have been further developed into Proficiency Scales where each I CAN has a clearly articulated list of skills students will be able to show once they have mastered the I CAN! Teachers utilize these Proficiency Scales much like a rubric when they assess their students for mastery of the I CAN!.

All students will have a personalized learning plan developed that matches their current academic achievement level, learning style, and interests while developing skills to meet or exceed the challenges of grade level work. Students performing substantially below grade level expectations will be referred to a team of teachers and administrators to discuss the parents' and teacher's concerns. This team will develop a plan for meeting the student's needs, including evaluating curriculum used by the student and the delivery method(s).

In addition, the school has Personalized Learning Paths developed for each I CAN! statement in order to ensure personalized learning (see appendix K for sample). Because Harbor Springs believes in developing the whole child, our Habits of Success, which are linked to our Graduate Learner Outcomes, delineate the social emotional skills our students need to success. Each Habit of Success is clearly articulated with appropriate activities for each level of mastery.

Finally, the charter's Adequate Progress policy ensures that students make progress in their school work. Each 20 school day Learning Plan, the TOR calculates the percent of work turned in. Students who turn in less than 70% of their assigned work are notified and begin the MTSS process.

Teachers will meet monthly in Professional Learning Communities (PLCs) to evaluate student assessment data, identify targeted areas of improvement, and collaborate to plan instruction for students in those areas. Student data will include standardized benchmark assessments, mastery quizzes by standard, authentic work products, and writing samples.

Each HSCS program will collaborate on analysis of their students' progress, including student demographics, attendance, behavior, achievement in all areas, retention, budget, extracurricular activities, parent involvement, etc.

Regular meetings are held with the parent and the student to review the progress of the student. It is a primary goal of HSCS to ensure that parents and students are empowered with information about their progress and support to help them reach their goals. These meetings occur regularly and include a focus on data-driven instruction.

When students enter the ninth grade as HSCS, staff will ensure that they are informed of their course options, testing options, and deadlines for test registration. The staff will provide students

with information on college selection, financial aid, and scholarships as well as the opportunity to assess their own interests, values, and proclivities as related to education and career planning. The HSCS guidance team will advertise opportunities for students to apply for scholarships for which they may qualify.

A. Assessment

All students will be assessed using multiple measures including diagnostic, summative, and formative progress monitoring. Students will be assessed in the fall, winter and spring using the iReady diagnostic, a nationally normed test that identifies the student's instructional grade level for both Reading and Mathematics and predicts CAASPP proficiency with an 80% success rate. Students also take three district benchmark assessments in October, January and March. These formative assessments are aligned with the Common Core State Standards. They are also aligned to the Harbor Springs pacing guides. Teachers meet in grade level groups to disaggregate this data and pair students with skills that need remediation prior to CAASPP. Teachers also look at subgroup data for each of these tests and use the results to evaluate their instruction for students in significant subgroups such as: SWD, EL, and SED. In addition, our teachers utilize multiple classroom formative assessment strategies such as using exit tickets, whiteboards, and one sentence summaries.

Summative assessments are given for students to show evidence of their mastery of standards. These include chapter tests, projects, and presentations. All of these assessments ready our students and inform our teaching strategies for success on the CAASPP test in the spring.

HSCS students will achieve competency in the skills outlined in the Common Core State Standards at each grade and authentically prepare for postsecondary success while in high school. All of the benchmark exams given at HSCS will be aligned to the Common Core State Standards and staff will both conduct in-house professional development and attend external professional development focused on reaching the goals set out in each of the standards. At HSCS, competency will be measured through a variety of assessments aimed at capturing a complete picture of student knowledge and recognizing a variety of intelligences. Competency will also be measured through a growth model recognizing where students are and setting achievable goals for individual students.

Diagnostic testing is offered three times per year across subject areas in order to gain deeper insight into a student's strengths and areas of growth early in the academic year. HSCS students also complete three benchmark exams designed to assess mastery of the grade-level I CAN!s (Springs' Power Standards). Diagnostic and benchmark test results are used to develop learning plans. The learning plans incorporate HSCS I CAN!s. Based on frequent student assessment outcomes, the curricula are modified and personalized as needed to ensure students are best prepared to meet rigorous performance goals.

HSCS uses i-Ready diagnostic assessments which are online adaptive ELA and math assessments built for the Common Core State Standards. i-Ready assessment items are intended to match

the rigor of the Common Core and cover the main domains of ELA (phonics, phonological awareness, high-frequency words, vocabulary, comprehension of literature, and comprehension of informational text), and math (number and operations, algebra and algebraic thinking, measurement and data, and geometry).

The i-Ready Diagnostic is built from the ground up to be true to the details, rigor, and intent of the Common Core. In order to connect the latest research with practical application in the classroom, i-Ready continues to evolve with guidance from expert advisors and a thorough research base.

The i-Ready diagnostic is developed by expert advisors. Assessment development includes research from renowned experts in psychometrics, reading, math, special education, English language learner education, and teacher preparation.

The science behind i-Ready Diagnostic: Adaptive assessments, like i-Ready Diagnostic, leverage advanced technology to provide a deep, customized evaluation of every student and to track student growth consistently and continuously over a student's entire K–12 career.⁴

Benchmark exams are developed in OARS (Online Assessment Reporting System) using INSPECT and NWEA item banks. Both item banks offer extensive libraries of standards-based items. These items match the rigor and academic language of items found in the Common Core State Standards and offer a broad variety of ways to assess each standard. Benchmark assessments will determine student progress and prescribe targeted interventions for each student if needed.

We are committed to using the best assessment tools that are aligned to California state standards (Common Core State Standards). We value tools that not only include appropriate assessment items, but that also provide powerful reporting features that help administrators, teachers, and parents make meaning from complex assessment data, including disaggregation of significant subgroups, program-level data, teacher-level data, and grade-level data. OARS and i-Ready both meet these requirements and we are committed to continuing the use of these tools; however, we realize that there may be a future need to change assessment tools as we continue the implementation of Common Core State Standards. Our data analyst correlates our diagnostic and benchmark data to state test data. Teachers use diagnostic and benchmark data to ensure that their students are on grade-level and achieving expected growth. They also use this data to predict success on our high-stakes state achievement test. If we find that our assessment tools do not correlate with state achievement data, we will evaluate the tools and consider another option to replace i-Ready and OARS.

Students in the RTI process will complete additional diagnostic and benchmark testing using a variety of assessments such as Dibels NEXT. There are three additional assessments required

⁴ The Curriculum Associates. i-Ready Research, 2017, <https://www.curriculumassociates.com/products/ready-research-iRdiag-why-it-works.aspx>. Accessed 27 November 2017.

for students involved in Tier 2 of the RTI process. These assessments are each used to provide a different aspect of student achievement. Their purpose is to establish baselines in which to measure growth gains, and along with universal screening measures, are used to establish goals for the purpose of gaining and achieving grade-level equivalency. They are: Dibels NEXT, Oral Reading Fluency and Retell Fluency (ORF and RTF), Dibels Math, and San Diego Quick.

B. Use and Reporting of Data

HSCS will use Key Data System's INSPECT/OARS as a data warehousing platform to manage student progress. Key Data's INSPECT has been aligned to the Common Core State Standards and CAASPP questions and will be used to assess formatively and summatively. By using HSCS's INSPECT mastery quizzes, students will have the opportunity to follow their own progress and determine when they are ready to take larger benchmark assessments.

Additionally, HSCS will use the i-Ready platform to produce timely reports on a variety of measures for diagnostic assessments to determine how students perform overall, by standard, by numerically significant subgroup (including all unduplicated pupil groups, even if not numerically significant), and in comparison to other charter schools in California. I-Ready reports are nationally normed and provide a wealth of information in a parent-friendly format.

HSCS will also annually create and post the School Accountability Report Card (SARC) with overall school conditions, demographics, and performance. The SARC report will also allow for further disaggregation of student performance data by numerically significant subgroup.

HSCS teachers will use an online learning management/gradebook system, Canvas, and will enter a minimum of three grades per week across categories such as "homework," "citizenship," or "performance assessments" in order to create a rich picture of student performance in each class.

HSCS students will also be required to regularly check their grades using Canvas' online student interface. Students will learn how to analyze this data, use it to advocate for themselves, and comprehend it deeply in order to make improvements. Teachers will use an individual student's grade data from Canvas to make decisions about necessary Student Support Plan meetings and will use this data during those meetings. HSCS parents will be educated at the beginning of the year about how to monitor their own student's data via the Canvas online interface.

C. Improvement Plan

HSCS is committed to understanding the data in order to improve student outcomes. This philosophy also reflects HSCS' commitment to repeated assessment using a variety of measures to generate data about student learning and understanding. The HSCS staff participates in bi-monthly Professional Learning Communities to engage in two levels of inquiry using data. HSCS staff uses a cycle of inquiry to move students toward improvement.

D. Cycle of Inquiry Stages

1. Identify an issue that relates to one of the measurable pupil outcomes
2. Frame the issue with questions
3. Set goals and measures for success
4. Build a plan to meet said goals
5. Implement the plan
6. Analyze the data and reflect to inform ongoing practice

E. Grade Level Teams

Teachers across disciplines meet as a grade level team and use discipline report data, school event observations, and grade reports to discuss progress on both social and leadership skills and core academic skills. Teachers are involved in a cycle of inquiry to raise the outcomes of the students in that grade level. Results are disseminated to the teachers of individual students so that pertinent information can be used in personalized learning plan meetings with parents and the student.

F. Department Teams

Teachers in the same department meet as a team and use formative assessment data and classroom observations to discuss progress primarily on the core academic skills. Teachers are involved in a cycle of inquiry to identify ways to improve student achievement in that discipline. These focused data meetings take place monthly.

G. Reporting of Data to the HSCS Board and Community

The HSCS director compiles an annual school performance report for each program to be presented to the Board of Directors. This report includes, at a minimum, the following information:

- Summary data showing student progress toward the goals and outcomes specified in the charter from assessment instruments and techniques listed.
- An analysis of whether or not student performance is meeting the goals specified in the charter.
- Data on the level of parent involvement in program activities.
- Data on numerically significant subgroups, always including unduplicated pupil groups.
- Data regarding the number of staff working at the program and their qualifications.
- An overview of the program's demographics, including numbers of students enrolled, the number on waiting lists, and the numbers of students expelled and/or suspended.

- Information demonstrating whether or not the program implemented the means listed in the charter to achieve a racially and ethnically balanced student population.
- Other information regarding the educational program and the administrative, legal, and governance operations of the school relative to compliance with the terms of the charter generally.

The report is presented to the HSCS Board at the end of the school year at a public meeting. Data from the performance report is translated into the SARC that is published on HSCS' website.

H. Reporting of Data to Families and Students

Students and families will be informed of the results of their student's assessments at regular parent meetings along with discussion of the implication of the results and goals for future assessments. Individual student results will be relayed to parents during personalized learning plan meetings, and via grade reports and progress reports. Teachers will relay class-wide and grade-wide data to students after assessments. Teachers will help students review and analyze their own data on a regular basis and help students understand their own strengths and areas for growth.

I. SARC & LCAP

HSCS will comply with state mandated requirements applicable to charter schools regarding the SARC and Local Control and Accountability Plan (LCAP). The SARC will be accessible to all parents via the HSCS website. Progress toward LCAP goals will be tracked through a variety of instruments, such as OASIS, our student database system; OARS, our assessment reporting system; and our budget. This data will be analyzed quarterly by administrative leadership to help us meet our LCAP goals.

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Element D: School Governance Structure and Parental Involvement

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(b)(5)(D).

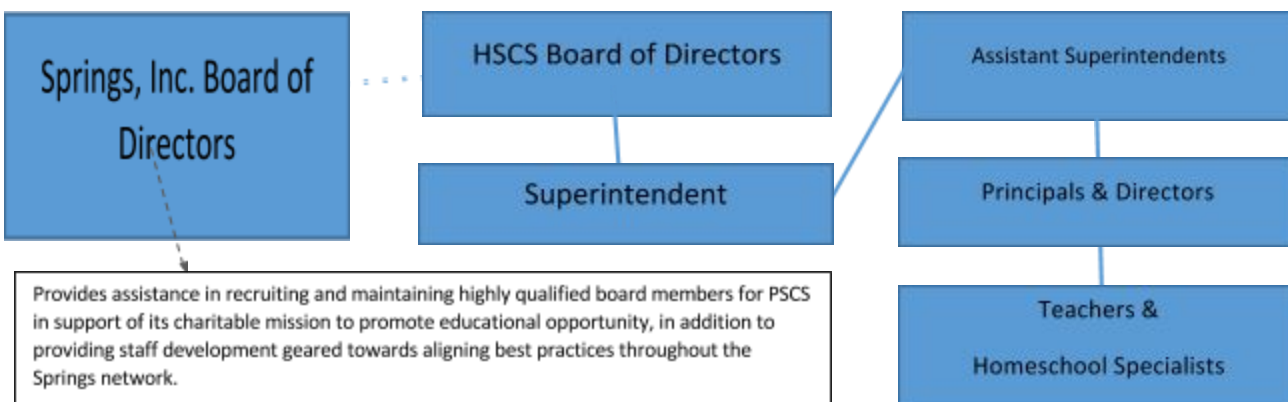
A. Legal Status

Harbor Springs Charter School will be a directly funded independent charter school and will be operated by Harbor Springs Charter School, Inc., a California nonprofit public benefit corporation, upon approval of this charter. HSCS, Inc. is not a subsidiary of the District, and shall exist entirely separate from the District. HSCS, Inc. operates the existing Harbor Springs Charter School, and will also operate Harbor Springs Charter School. The Board will hold open, public meetings for each individual school where all business will be conducted separately, providing a clear demarcation of the governance for each school to better allow for parent involvement and operational transparency. Board meetings for Harbor Springs will be scheduled at a time and place to meet the needs of HSCS stakeholders, and to support stakeholder involvement in governance.

HSCS will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and HSCS. As outlined in Education Code Section 47604(c), the District shall not be liable for the debts and obligations of HSCS (operated by the HSCS nonprofit public benefit corporation) or for claims arising from the performance of acts, errors, or omissions by HSCS as long as the District has complied with all oversight responsibilities required by law. HSCS shall maintain a comprehensive range of insurance coverage, commensurate with that of other public schools and/or nonprofit organizations of similar type and size, to protect both itself and the District. The District will be named as an additional insured under HSCS' insurance coverage. Details of this policy will be outlined in a Memorandum of Understanding (MOU) between HSCS and the District, and a copy of this policy will be available to the District before opening. HSCS will act as its own fiscal agent to the fullest extent of the law.

HSCS, Inc. Articles of Incorporation, Bylaws, and Conflict of Interest Code can be found in Appendices X, Y, and Z, respectively. These documents outline the structure of the nonprofit, but for ease of reference, HSCS has developed the below chart reflecting the structure outlined in the organizational documents:

Organizational Chart



B. Sole Statutory Member

The success of the charter school depends on high quality leadership on the governing board and key staff members. It is often difficult to find knowledgeable, qualified board members to serve on charter school boards, considering the Board's responsibility to ensure the success of the school. In order to address this issue, Springs Charter Schools Inc. acts as the "sole statutory member" of HSCS, Inc., which means it is responsible for the recruitment and appointment of the individuals who serve on the HSCS Board of Directors. Springs Charter Schools, Inc., is a California nonprofit public benefit corporation with tax exempt 501(c)(3) status, whose charitable purpose is to promote the definition of student achievement and support and promote professional development for public school teachers (reference the board bylaws in Appendix Y). This structure allows the HSCS governing board to focus on their important responsibilities to oversee the operations of Harbor Springs Charter School, including approving curriculum and instruction, budget and finances, and policy and procedures; as opposed to focusing efforts on Board member recruitment.

All governance of Harbor Springs Charter School is provided at the local level by the HSCS Board of Directors; Springs Charter Schools, Inc. has **no purview** over school policies, the daily operations of the charter schools (e.g., personnel, procedures, curriculum, or budget, etc.). As noted above, Springs Charter Schools, Inc. has very limited duties and responsibilities as specified in the HSCS bylaws (Article VI, Section 3), specifically:

- 1) filling vacancies on the HSCS, Inc. Board of Directors;
- 2) removal of the HSCS, Inc. Directors in the instance such is necessary;
- 3) in case of closure of all charter schools operated by HSCS, including Harbor Springs Charter School, voting on the disposition of the HSCS corporation's assets;
- 4) approving the terms of merger of HSCS with any other nonprofit, should such merger be necessary or appropriate; and
- 5) elect to dissolve the HSCS corporation, in the instance HSCS must wind-down operations.

Springs Charter Schools, Inc. was designed to support charter schools in the Springs' network, and is governed by a highly-qualified three- to five-member board. In order to ensure transparency in

the operations of Springs Charter Schools, Inc., Springs Charter Schools, Inc. voluntarily agrees to comply with the legal requirements of the Brown Act, Government Code Section 1090, Public Records Act, and the Political Reform Act prospectively beginning on July 1, 2017. Board members shall file form 700s, and the Springs Charter Schools, Inc. Board contains no employees or interested parties of any of the charter schools that it supports.

Benefits of the sole-statutory structure for our school network:

- Ensures that all board positions are filled quickly and with highly qualified applicants;
- Provides a “checks and balances” system to ensure that each network 501(c)(3) board is professional, balanced and mission-driven. Without this structure, the board would be self-appointing and could devolve into cronyism and/or stray from the mission of Springs Charter Schools to provide high-quality educational options for students;
- Preserves and promotes a unified mission for all Springs Charter Schools’ network schools;
- Operates with the transparency of a public school, following the Brown Act, and all applicable conflict of interest laws;
- Provides additional leadership if the HSCS nonprofit ever needs to wind-down and close;
- Provides mission-driven staff development training activities to ensure alignment between all Springs Charter Schools.

C. Conflict of Interest

The HSCS, Inc. Board of Directors has adopted a Conflict of Interest Code that complies with the Political Reform Act. As required, the Conflict of Interest Code will be submitted to the County Board of Supervisors and/or Fair Political Practices Commission, whichever has jurisdiction, for approval. Annual Form 700 financial interest disclosure statements shall be required of all HSCS Board members. For the full the Conflict of Interest Code, see Appendix Z.

Again, to ensure there is no confusion, and as reflected in this charter and the bylaws, HSCS, Inc./HSCS will abide by Government Code Section 1090.

D. Board of Directors

As stated above, HSCS will be governed by the HSCS, Inc. Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

All Board meetings will be at our administrative offices, located at 43448 Business Park Drive, Temecula, CA, 92590. In accordance with the Brown Act, meeting notices will be posted at both locations as well as on our school website, 72 hours in advance of a regular meeting.

The Board of Directors of HSCS, Inc. will include no fewer than three (3) and no more than seven (7) board members. Applicants for vacant positions may be nominated by the Board, with nominations submitted to the Sole Statutory Member, and if confirmed to be high-quality applicants who align with the mission of the school, they will be appointed through the written approval of the Sole

Statutory Member. In accordance with Education Code Section 47604(b), the District may appoint a single representative to sit on the HSCS, Inc. Board of Directors. The District's representative need not be approved by the Statutory Member. If the District appoints a representative, the HSCS, Inc. Board shall have the right to seek an additional director to maintain an odd number of directors.

E. Board Member Qualifications

When a vacancy arises on the HSCS, Inc. Board, interested applicants may submit applications (a letter of interest and resume) to the HSCS Board, who would send the applications to the Springs Charter Schools, Inc., Board for review. Alternatively, applicants may submit applications directly to Springs Charter Schools, Inc., for vacant positions. Once applications are received by the Springs Charter Schools, Inc. nonprofit Board, the Board would begin the formal application review and interview process. Once confirmed to be high-quality candidates who will further the charitable mission of the school, the applicant will be voted on for appointment to the HSCS, Inc. Board. Applicants for the position of HSCS, Inc., Board member must:

- 1) Reside in San Diego County or in a contiguous county where Harbor Springs Charter School students are served;
- 2) Not be an interested person (i.e., the person must not have received compensation from HSCS for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as a director and must not be the brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person.);
- 3) Be able to attend at least 80% of regularly scheduled board meetings and workshops each year;
- 4) Display a willingness to actively support and promote the vision and mission of Harbor Springs Charter School; and
- 5) Be dedicated to Harbor Springs Charter School's educational philosophy and mission.

All Board terms shall be for three (3) years. Directors may serve no more than two (2) consecutive terms.

F. Board Member Responsibilities

As a 501(c)(3) tax exempt nonprofit public benefit corporation, the HSCS, Inc. Board serves as the corporate board of directors and is governed in its operations and actions by its corporate bylaws, which shall be consistent with the terms of this charter, the Charter Schools Act, and all other applicable laws. The Board has final authority for all aspects of the Charter School's operation and educational programs. The Board's primary mission is to ensure that students are achieving success and that the Charter School's mission guides all decision-making. Additional roles and responsibilities of the Board include but are not limited to:

- **Finance**
Monitor fiscal solvency and management
Approve budgets/spending and fiscal policies
- **Educational Program**
Monitor student performance
Ensure curriculum aligns with the school's mission
- **Student Enrollment Hearings**
Determine enrollment of students who have previous suspensions/expulsions
- **Personnel**
Hire/evaluate superintendent
Approve personnel policies
- **Facilities**
Enter into financing and building contracts
Approve construction and remodeling of facilities

G. The HSCS Board of Directors initially consists of the following individuals:

1. Kristyn Johnston, Chair
 - Bachelors of Science, California State University at San Bernardino
 - Previous Board of Directors experience
 - Homeschool expert and parent/student advocate
2. Pam Rivas, Vice Chair
 - Bachelors of Science in Business Administration, National University
 - Quality Assurance Supervisor at the Van Can Company
 - Community volunteer
3. Cheryl LaCount, Secretary
 - Bachelors of Science in Business Management, Franklin Pierce College
 - Certified Manager, James Madison University
 - Gold Award committee member (GSSGC)
4. Rachel Couch, Treasurer
 - Bachelor of Science, Cal Poly San Luis Obispo
 - Credential – Clear Single Subject Social Science with CLAD
 - Teacher with counseling experience
5. Louis Fetherhalf, Director
 - Bachelors of Science in Chemistry and Mathematics, Southern Utah University
 - Master’s in Public Administration with emphasis in Police Leadership and Ethics
 - FBI National Academy graduate

6. Heidi Chan, Director
 - Bachelors of Science in Computer Science, De La Salle University (Philippines)
 - Business owner
 - Robotics mentor, homeschool parent, community volunteer
7. Eugene (Gene) Swank, Director
 - Bachelors of Science in Computer Information Systems, University of Central Missouri
 - Six-time entrepreneur, investor and mentor
 - Featured in Forbes, Huffington Post, Channel 6 San Diego

H. Superintendent

The Superintendent will have the authority and responsibility of managing the day-to-day operations of HSCS including the selection of administrative, certificated, and classified personnel. Additionally, the Superintendent will direct, administer, and coordinate activities in support of organizational policies, goals, and objectives by performing the following duties personally or through subordinate managers:

- Serve as liaison between management and Board of Directors;
- Supervise members of the Senior Management Cabinet made up of management employees who direct department activities that implement the organization's policies and procedures;
- Guide and direct management in the development, production, promotion, and financial aspects of the organization's products and services;
- Direct the preparation of short-term and long-range plans and budgets based on broad corporate goals and growth objectives;
- Implement programs that meet corporate goals and objectives;
- Create the structure and processes necessary to manage the organization's current activities and its projected growth;
- Maintain a sound plan of corporate organization, establishing policies to ensure adequate management development and to provide for capable management succession;
- Direct the development and installation of procedures and controls to promote communication and adequate information flow within the organization;
- Establish operating policies consistent with the broad policies and objectives of the corporation and ensure their execution;
- Evaluate the results of overall operations regularly and systematically;
- Ensure that the responsibilities, authorities, and accountability of all direct subordinates are defined and understood;
- Ensure that all organization activities and operations are carried out in compliance with

- local, state, and federal regulations and laws governing business operations;
- Ensure professional quality relationships with contracted agencies; and
- Assist charter school directors in school accreditation process.

I. Board Meetings

All meetings of the Board of Directors shall comply with the Ralph M. Brown Act (Chapter 9 commencing with Section 54950 of Division 2 of Title 5 of the Government Code) and the bylaws. Board meetings will occur no less than four times per fiscal year at a mutually agreed upon location, but may occur more regularly as called or scheduled by the Board.

J. Memorandum of Understanding with District

The details of the working relationship between the District and HSCS will be delineated in a memorandum of understanding (MOU).

K. Parent Involvement

Parents will be encouraged to participate in the School Site Council and be encouraged to be involved in school activities, fundraising, and advising the HSCS, Inc. Board of Directors on any and all matters related to the strengthening of the HSCS community. Parent participation will play a vital role in the effectiveness of our program. Parents are also encouraged to attend the Brown Act Compliant Board meetings, and, if qualified, are welcome to apply for vacant Board positions.

In addition to encouraging parents to serve on the HSCS, Inc. Board of Directors, and parent participation on the Parent Advisory Council, parents will be encouraged to volunteer at HSCS. The HSCS administration shall maintain a comprehensive list of volunteer opportunities including but not limited to the following: tutoring, attending parent-teacher conferences; attendance at Board meetings; participation in the planning of, or attendance at, fundraising or academic/arts events; or, other activities. No child will be excluded from HSCS or school activities due to the failure of his or her parent or legal guardian to volunteer at the school.

L. Board Member Professional Development

Each board member will be required to attend multiple professional development trainings that will cover the following topics:

1. Brown Act
2. Family Educational Rights and Privacy Act (FERPA)
3. Expulsion process
4. Student achievement
5. Finance/budget
6. Local Control and Accountability Plan (LCAP)
7. One external conference per year

Element E:

Qualifications of Individuals Employed by the Charter School

Governing Law: *The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(b)(5)(E).*

HSCS, Inc. will employ professional staff members who are certificated in their teaching field and other qualified staff personnel who subscribe to the mission and educational philosophy of the school. In accordance with Education Code 47605(d)(1), HSCS is nonsectarian in their employment practices and all other operations. HSCS does not discriminate against any employee or potential employee on the basis of race, ethnicity, religion, national origin, gender, gender identity, sexual orientation, disability, or any other characteristic prohibited by state and federal law. All certificated staff are issued licensure by the California Commission on Teacher Credentialing. All HSCS employees are “at-will” employees. All at-will employees may be terminated with or without cause.

HSCS is a school of choice and no person is forced to work for the organization. The charter will comply with all federal and state laws regarding employee records. HSCS will meet all applicable federal/state guidelines under the ESSA.

A. Recruitment of Harbor Springs Staff

HSCS strives to recruit and hire the best-qualified candidate for each position within the organization. To that end, vacancies are advertised in various locations and formats. Applications are screened for competency and suitability for the particular position. Qualified candidates are tested and interviewed, and ultimately the best-suited candidate receives an offer of employment.

B. General Qualifications for Key Positions

1) Superintendent

As outlined in Board Policy, the Superintendent is responsible for overseeing all aspects of the school operations and staff. The HSCS, Inc. Board delegates authority for the overall administration of the Charter School’s day-to-day affairs to the Superintendent. The Superintendent provides leadership and oversight for the instructional, operational and financial aspects of each school, including HSCS. The Superintendent also provides leadership and supervision to ensure agency compliance with all federal, state, and county regulations governing the education of students.

The Superintendent will be responsible for:

- Providing leadership and supervision for the development and implementation of effective instructional programs for all students

- Ensuring that all such programs comply with Education Code, IDEA and all regulations
- Ensuring adequate staffing in all departments and overseeing personnel practices
- Providing visionary instructional leadership and sound fiscal management for all schools
- Attending all regular Board of Directors' meetings
- Providing leadership and supervision of professional development on an ongoing basis for all staff
- Ensuring departmental and academic goals are addressed and met on an annual basis

Person holding this position must possess, at minimum:

- A master's degree, with a minimum of 10 years of experience working with youth/adolescents
- Administrative and educational experience and appropriate credentials per California Commission on Teaching Credentialing requirements
- Previous administrative experience with charter schools or similar institution
- Excellent communication and community building skills
- Excellent financial, business and quantitative skills
- Demonstrated leadership, decision-making and managerial skills
- Passionate about working with youth/adolescents and their families

Preferred skills:

- Doctorate or other higher education degree

2) Director

The director supervises both instructional and non-instructional staff, and is responsible for implementing the mission and vision of the charter school, its philosophies and practices. The director is responsible for engaging the community and ensuring that program staff stress the importance of the community as the extended classroom. The director is responsible for ensuring that personalized instruction takes place for each student, each day, throughout the school year. Other responsibilities include:

- Providing leadership for the development of school programs and curricula on a daily basis

- Serving as the liaison between parents, teachers, and students when appropriate
- Conducting research and implementing best instructional practices to meet the needs of each student on a personalized level
- Ensuring safest and most productive measures resulting in a productive school environment
- Fostering and nurturing a positive and supportive school culture for all students, staff and parents
- Collaborating with teachers, staff, parents, and students as stakeholders in key decisions that affect the school
- Providing professional development opportunities for all staff to grow professionally
- Ensuring that vacancies are filled with the best staff possible and working closely with the Human Resources department
- Evaluating staff and ensuring supervision of volunteers
- Collaborating with community agencies

Person holding this position possess, at minimum:

- A master's degree, with a minimum of 5 years of experience working with youth/adolescents
- Administrative and educational experience and appropriate credentials per California Commission on Teaching Credentialing requirements
- Previous administrative experience with charter schools or similar institution
- Excellent communication and community building skills
- Demonstrated leadership, decision-making and managerial skills
- Passionate about working with young/adolescents and their families

Preferred skills:

- Bilingual proficiency in English and Spanish

3) Credentialed teachers/Homeschool Specialists (all whom are credentialed teachers)

Credentialed teachers are responsible for implementing the educational programs for all students while personalizing instruction to meet the needs of each individual student, and creating challenging activities consistent with the subject matter under study. Teachers will assess students throughout the year and vary the modes of instruction to the learning style of each student. Teachers will also be responsible for collaborating with other staff

members, both within and outside their discipline/department. In addition to their instructional role, the duties of the teacher include, but are not limited to:

- Understanding the mission and vision and practices of charter schools
- Overseeing student academic progress, including assessment and recommendation(s)
- Promoting a school culture/environment that maximizes student learning and critical thinking
- Engaging in ongoing professional development activities
- Collaborating with colleagues and administration
- Promoting multicultural understanding and gender equity in and outside the classroom
- Communicating with parents
- Utilizing the community as the classroom

All HSCS teachers (TK-12) will hold appropriate California teaching credentials (including CLAD and BCLAD if necessary), permits, and/or other documents issued by the Commission on Teacher Credentialing from the State of California, and to the extent required of charter schools. Core subject teachers providing instruction in mathematics, language arts, science, and history/social science will meet the requirements outlined in Education Code Section 47605(l).

In HSCS all Transitional Kindergarten (TK) teachers will be held to the standards as set forth in SB 876 pursuant to EC 48000 (g). At minimum teachers will have completed 24 units of early childhood education or child development; professional experience in classroom setting with preschool age children or a child development permit issued by the CTC.

When appropriate, HSCS also employs or retains non-certificated staff to teach non-core classes, where a prospective staff member has an appropriate blend of subject matter expertise, professional experience and has demonstrated capacity to work successfully as a teacher with school age children.

All HSCS teachers are expected to demonstrate the following abilities, experiences, and attitudes:

- Professionalism and commitment to personalized learning
- Understanding and appreciation for diversity and the contribution of each to the learning environment
- Belief that all students should be prepared for college and or career upon high school graduation

- Ability to communicate clearly and collaborate with other colleagues
- Capable of managing a well-disciplined and productive classroom or home-study environment conducive to the needs of each student
- Understanding of how to modify lessons and differentiate instruction for different learning styles
- Ability to work with parents in a friendly manner, demonstrating problem solving skills
- Ability to multitask
- Ability to empathize with students while still holding students responsible to a high level of social and academic standards
- Commitment to the development of students as young adults
- Desire to advocate on behalf of students and parents/families
- Commitment to academic rigor and utilizing data to drive instruction

4) Subject Specialists

Subject specialists are responsible for developing, coordinating and evaluating the assignments within their subject area. They are responsible for supporting the instructional department, homeschool specialists, as well as developing curriculum, mentoring teachers, and supporting the use of our online learning management tools. Subject Specialists must hold a valid California single subject teaching credential, possess a valid CA driving license and be able to travel each week. Employee may be assigned additional related duties as required by HSCS.

Essential Duties and Responsibilities:

- Support the vision and work of Harbor Springs Charter School
- Coach and support of all single subject teachers in the department, including mentoring new teachers in the induction program
- Develop curriculum and pacing guides for all high school classes within the department
- Attend monthly face-to-face meetings with assistant superintendent of education as required to develop department-meeting agendas and discuss departmental issues
- Develop the agenda and chair monthly departmental meetings to share best practices and effective instructional techniques within the department
- Perform monthly teacher support and informal observation in the classroom with the goal of developing the teachers' skills in personalizing education within the classroom setting

- Collaborate with members of the department regarding needs of students and parents and find solutions to meet needs, including attending Response to Intervention meetings as they are scheduled
- Establish basic competencies for each course offered by the department, as well as at each level (general education and CP/a-g)
- Support teachers in our online learning management system, including setting up course syllabi, assignments, grade book usage, and resources
- Support teachers in online synchronous course environments, such as Adobe Connect
- Provide support for TK-8 teachers in areas of curriculum and content delivery methods
- Assist in planning of academic staff development days
- Maintain the department web content under the direction of the assistant superintendent of education
- Develop and maintain the annual department budget with input from department personnel
- Collaborate with grant writer, providing answers to questions for grant submissions
- Inform program directors through HSCS email of the content of each PLC meeting, including attendance, content of discussions, and decisions made as a collaborative team
- Coordinate with each site director to supervise and support department teachers, sharing insights and strategies
- Develop additional curriculum for students during the summer months as assigned by the assistant superintendent of education

5) Homeschool Specialists

Harbor Springs homeschool specialists are primarily responsible for ensuring that the school's educational program is implemented in the students' homes or the communities. Homeschool specialists act as instructional leaders for the homeschool families, serving an ambassador role between the family and the school. Homeschool specialists must be able to support and disseminate curriculum in their subject area, as well as those areas created by other qualified teachers. Homeschool specialists will be expert assessors with the ability to assess in a variety of modes and for a variety of skills. Homeschool specialists are also responsible for collaborating with parents and other staff—both in their department and outside their department - to ensure the delivery of rigorous content and instruction in a way that maintains consistency and works toward HSCS' mission of personalized learning.

In addition to their academic/instructional leader role, the duties of homeschool specialists include, but are not limited to:

- Understanding the Charter and its mission and practices
- Overseeing the students' academic progress
- Administering student assessment
- Promoting a school culture that maximizes student learning and critical thinking
- Participating in the governance of the school
- Engaging in ongoing professional development activities
- Collaborating with fellow faculty and administrators
- Promoting multicultural understanding and gender equity
- Communicating with parents

All HSCS homeschool specialists will hold appropriate California teaching credentials (including CLAD and BCLAD), permits, and/or other documents issued by the Commission on Teacher Credentialing from the State of California, and to the extent required of charter schools. Core subject teachers providing instruction in mathematics, language arts, science, and history/social science will meet the requirements outlined in Education Code Section 47605(l).

All homeschool specialists are expected to demonstrate the following abilities, experiences, and attitudes:

- Belief that all of our students can and should set and reach personalized academic goals
- Understanding and appreciation of the backgrounds of our students
- Resiliency and perseverance
- Professionalism and a commitment to the seriousness of our work
- Ability to communicate promptly and clearly
- Willingness to do “whatever it takes” to help our students succeed
- Assuming best intentions in our working relationships
- Commitment to all students mastering HSCS’ I CAN!s
- Promotion of academic rigor
- Desire to collaborate with other disciplines
- Capable of running a well-managed and productive classroom
- Ability to work with English Language Learners

- Understanding of how to modify lessons and differentiate instructions for different learning styles
- Ability to multitask
- Desire to be self-reflective about teaching
- Ability to clearly communicate learning goals and outcomes
- Dedicated to being an advisor in addition to a content-area teacher
- Desire to advocate on behalf of students
- Commitment to the development of our students as people
- Ability to empathize with students
- Honesty with self and with students
- Willingness and ability to hold all students to a high social and academic standard

6) **Non-Instructional Staff**

At HSCS, all non-instructional staff will possess experience and expertise appropriate for their position as outlined in their job description and consistent with personnel practices and policies. With the assistance of the department of Human Resources, job descriptions, job qualifications, selection processes and evaluation tools appropriate for non-instructional staff members have been developed.

Minimum requirements for office administrative staff include but are not limited to:

- Computer skills (including working knowledge of word processing, spreadsheets, and internet communication management)
- Written and verbal communication in English
- Filing skills, including organizational management
- Phone etiquette and an interest/desire to promote best human resources practices
- Punctuality
- Ability to fulfill the physical requirements of the job as prescribed by the job description
- Strong work ethic
- Ability to communicate and interact with youth and adults in a positive manner

C. Training and Professional Development

All Harbor Springs staff members will receive regular, ongoing professional development throughout the year, consistent with their location or area of concentration. Annually, all staff members participate in a concentrated, back-to-school professional training where speakers, breakout sessions, and particular areas of focus are provided for all staff members. Parents also invited to participate, and specific topics are provided for them.

Element F: Health and Safety Procedures

***Governing Law:** The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).*

In order to provide safety for all students and staff, HSCS shall maintain health and safety procedures and risk management policies, which have been developed in consultation with its insurance carriers and risk management experts. A summary of such policies is provided below; a full draft will be provided to the District for review at least 30 days prior to operation or as otherwise agreed upon by the parties.

HSCS shall occupy facilities that comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

A. Procedures for Background Checks

HSCS will comply with all applicable federal and state laws regarding criminal background checks and fingerprinting. HSCS will comply with the provisions of Education Code Section 44237 and 45125.1 regarding the fingerprinting and background clearance of employees and contractors prior to employment and/or any more than limited contact with HSCS pupils. Employees, and contractors as applicable, must submit two sets of fingerprints to the California Department of Justice. HSCS shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Assistant Superintendent of Personnel shall monitor compliance with this policy as well as prepare quarterly board reports. The Superintendent shall monitor the fingerprinting and background clearance of the Assistant Superintendent. Volunteers outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering.

B. Role of Staff as Mandated Child Abuse Reporters

All employees are mandated child abuse reporters and will follow all applicable reporting laws and the policies and procedures adopted by the HSCS, Inc. Board of Directors. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

C. TB Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and

working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

D. Immunizations

HSCS will adhere to all laws related to legally required immunizations for entering students who receive non-classroom based instruction pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075 and will include the requirements for pertussis vaccination.

E. Medication in School

HSCS will adhere to Education Code Section 49423 regarding administration of medication in school. HSCS will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members. Medication policies will be included in the parent handbook and will be explained to parents during a parent-student-school meeting prior to enrollment at HSCS.

F. Vision/Hearing/Scoliosis

HSCS will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by HSCS.

G. Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

- 1) A description of type 2 diabetes.
- 2) A description of the risk factors and warning signs associated with type 2 diabetes.
- 3) A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
- 4) A description of treatments and prevention methods of type 2 diabetes.
- 5) A description of the different types of diabetes screening tests available.

H. Suicide Prevention Policy

HSCS will maintain a policy on student suicide prevention in accordance with Education Code Section 215.

I. Emergency Preparedness

HSCS will adhere to an Emergency Preparedness Handbook developed specifically for the needs of the school facility. This handbook will include, but not be limited to the following responses: fire, bomb threat, flood, earthquake, crash, intrusion, pandemics, hostage situations, or any other disaster. The purpose of the Handbook is to be prepared to handle any emergency with

the safety of students and staff as our top priority. The Handbook will be reviewed and updated annually.

J. Blood Borne Pathogens

HSCS will meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written “Exposure Control Plan” designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

K. Drug Free/Alcohol Free/Smoke Free Environment

HSCS will maintain a drug, alcohol and smoke-free environment.

L. Trainings

HSCS staff will receive training on CPR, sexual harassment, and other safety related issues annually as required by position.

M. Facility Safety

HSCS shall comply with Education Code Section 47610 by utilizing facilities for events that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code.

N. Comprehensive Anti-Discrimination and Harassment Policies and Procedures

HSCS will provide a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. HSCS will develop a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the HSCS anti-discrimination and harassment policy.

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Element G: Racial and Ethnic Balance

Governing Law: *The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).*

HSCS shall actively seek to match the racial and ethnic backgrounds of the general population residing within the territorial jurisdiction of the District. HSCS will implement an open enrollment policy and active recruitment strategies to target the under-represented student populations generally reflective of the District's population. Recruitment efforts of HSCS will include but not be limited to the following:

- 1) Development of promotional and information materials that appeal to the racial and ethnic groups represented in the District and San Diego County.
- 2) Distribution of promotional and informational materials to a broad variety of community groups and agencies.
- 3) Outreach meetings for prospective students and parents.

Recruitment

In effort to recruit a student population that is reflective of the local community, HSCS will engage in the following specific actions:

- 1) Provide flyers to local libraries within San Diego County boundaries and follow up on these
- 2) Ask to send and/or drop off English and English/Spanish flyers throughout the community
- 3) Contact local private elementary, middle and high schools to share about HSCS
- 4) Place an advertisements in San Diego newspapers
- 5) Request information about parent events in the community
- 6) Contact local community education networks, churches, and youth centers to disseminate information about our program

HSCS will provide all materials in English and Spanish and in other languages as needed. HSCS will allocate a recruitment budget in our proposed budget that will cover at minimum the following items: production of recruitment materials, advertising, and personnel costs.

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Element H: Admission Policies and Procedures

Governing Law: Admission policies and procedures, consistent with subdivision (d). Education Code Section 47605(b)(5)(H).

A. Admission Requirements

HSCS actively recruits a diverse student population from San Diego County and surrounding contiguous counties eligible for enrollment under state law. The Charter School will be nonsectarian in its programs, admission policies, and all other operations, will not charge tuition, and will not discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

HSCS shall admit all pupils who wish to attend the charter school. No test or assessment shall be administered to students prior to acceptance and enrollment into the charter school. HSCS will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state, except as required by Education Code Section 51747.3. Admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

Students with exceptional needs may not be denied admission to HSCS solely due to missing copies of IEP or 504 plans, or due to the nature, extent, or severity of his or her disability or due to the student's request for, or actual need for, special education services.

Students who are enrolled in HSCS may not be concurrently enrolled in a private school

Students admitted to HSCS must understand and value the school's mission and be committed to the school's instructional and operational philosophy. Admission to any HSCS program shall be open to any resident of San Diego County or a contiguous county as required by Education Code Section 51747.3. Prospective students and their parents will be briefed regarding HSCS's instructional and operational philosophy and will be informed of any student-related policies. Prior to enrollment, all parents must sign a parent/student contract regarding HSCS outcomes, philosophy, program, and any other applicable requirements. HSCS has established an annual recruiting and admissions cycle which shall include: (1) outreach and marketing, (2) orientation sessions for parents and students, (3) an admissions application period, (4) an admissions lottery if necessary, and (5) enrollment.

Education Code sections 47605, subdivisions (d)(1) and (d)(2)(A) require a charter school to enroll all students who wish to attend and specifically prevents the school from discriminating against applicants on the basis of residency. Education Code Section 51747.3, subdivision (b)(1) modifies this requirement for those charter schools providing independent study, in that it limits such charter schools to claiming average daily attendance for those students who are residents of the county in which the charter school is authorized or are residents of any county immediately adjacent to the county in which the

charter school is authorized. Taken together, these sections require that a non classroom-based/independent study charter school accept all residents of the “home country” (i.e., the county in which the charter school’s authorizer is located) or adjacent counties who wish to attend the school.

B. Public Random Drawing

HSCS may enroll students from a wide geographic area that includes San Diego, Riverside, Orange, and Imperial Counties. Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that the number of students who wish to attend HSCS exceeds the charter school’s capacity, a public random lottery will be used to determine those selected to attend, with the exception of existing students, who are guaranteed admission in the following school year. Admission preference in the case of a public random drawing shall be granted in the following order: 1) homeless and foster youth, 2) siblings of students admitted to or attending HSCS, 3) children of currently employed HSCS staff, and 4) residents of the District.

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

C. Lottery Procedures

The lottery will be led by the superintendent or designee. The lottery will be open to the public; however, families are not required to be present at the time of the drawing to be eligible for admission.

Numbers, each representing an application submitted to HSCS, will be placed on cards that are of equal size and shape, grouped by priority. The cards will indicate if the applying student has any siblings that are applying for admission the same year. The name on each card will be read as it is placed into a container or lottery device that will randomly mix the cards. The person leading the lottery will draw the cards one at a time at random and read the name on the card. As each card is pulled it will be posted visibly on a display in the order it was chosen. Names will be given a numerical ranking based on the order they were chosen. The drawing will continue until all cards have been drawn and all names have been assigned a numerical ranking. These rankings will be recorded in an electronic database that will be double-checked by the lottery official.

Separate lotteries shall be conducted for each grade and program in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. The first lottery will consist of foster and homeless youth, based on student application information. If additional spaces are available, a second lottery consisting of siblings of students admitted to or attending HSCS will occur. If additional spaces are still available then a third lottery will occur consisting

of children of currently employed HSCS staff. If, after all three lotteries are complete, there are additional spaces available then a fourth lottery will be held consisting of students who are residents of the District.

Due to preference given to siblings admitted to or attending HSCS, if a card is drawn that indicates a sibling (of any grade) is also applying, the sibling will also be assigned the next available numerical ranking for the appropriate grade level.

If an applicant drawn during the process described above has a sibling(s) who has (have) also applied for admission during the current enrollment period and for the same grade level, that sibling(s) will be offered the next available slot(s) or if no such slot(s) remain they will be placed in the first available slot(s) on the appropriate waiting list. If maximum capacity has been reached in a particular grade level and the applicant drawn in the lottery has a twin, triplet, or other siblings of a multiple birth that has also submitted a timely application, enrollment shall be determined on a case-by-case basis as determined by the superintendent. If an applicant drawn during the process described above has a sibling(s) who has (have) also applied for admission during the current enrollment period and for a different grade level which has already been assigned slots, that sibling(s) will be offered an open slot, if available, or placed in the first available slot(s) on the appropriate waiting list. If an applicant drawn during the process described above has a sibling(s) who has (have) also applied for admission during the current enrollment period and for a different grade level which has not yet been assigned slots, that sibling(s) will be given sibling preference (as defined above) at the time of assignment of slots for their grade level. At no time will children of staff, board members, or founders exceed 10% of the total enrollment.

D. Waiting List

Once maximum enrollment is reached, the remaining names will be placed on a waiting list in the order received. If vacancies occur during the school year, the vacancies may be filled according to the waiting list, which will be prioritized in the same manner described in the previous section according to rank on the list of preferences.

Families will be immediately notified by phone call or email of their placement on the waiting list within two weeks of the lottery. Families may call the main office to track their status on the waiting list.

Students who are not offered seats for the academic school year for which the lottery was held will remain on the waiting list until the end of that academic school year unless otherwise requested in writing by the parent to be removed. Students who remain on the waiting list at the end of the academic year will be required to enter the lottery again for the next school year. In no circumstance will a waitlist carry over to the following school year. Application documents for those not enrolled in the charter will be entered into the student information system as never attended and retained per state guidelines.

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Element I: Independent Financial Audit

Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I).

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures.

The HSCS, Inc. Board of Directors will contract with an independent auditor experienced in charter school finance to conduct an annual audit of HSCS's financial affairs. The auditor will have at a minimum, a CPA and educational institution audit experience, and be approved by the California Department of Education to conduct audits for LEAs. The audit will verify the accuracy of HSCS's financial statements and reporting practices. The audit will be conducted in accordance with generally accepted accounting principles applicable to public schools and in compliance with the audit provisions of the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. Each annual budget will include an expenditure for this service.

The Board of Directors will review any audit exceptions or deficiencies and determine the means for resolving any such exceptions or deficiencies, including costs. The Board will submit a report to the District describing how the exception and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit exceptions must be resolved to the satisfaction of the District.

Audit reports will be completed and available for review by the school members and the public and submitted to the District, the County Superintendent of Schools, the California Department of Education, and the State Controller's Office by December 15 of each year. Procedures and/or processes that caused the exceptions and/or deficiencies will be modified to meet the auditor's specifications and such modifications will be sent to the Board of Directors within three (3) months of the auditor's report. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (EAAP) in accordance with applicable law.

HSCS shall comply with the provisions of Education Code 47604.3 regarding financial reporting and accountability. In addition, as outlined in Education Code Section 47604.3, HSCS shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding its financial records,

from its chartering authority, the County or from the Superintendent of Public Instruction, and shall consult with the requesting entity regarding any inquiries.

Element J:

Suspension, Expulsion, and Student Disciplinary Procedures

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).—California Education Code Section 47605(b)(5)(J)

This Student Suspension and Expulsion Policy (hereafter "Policy") has been established in order to promote learning and protect the safety and well-being of all students at Harbor Springs Charter School (also see Appendix AA for Board Policy). In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and

expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as HSCS's policy and procedures for student suspension and expulsion, and it may be amended from time to time to mirror changes to the suspension and expulsion offenses applicable to school districts in Education Code Section 48900 without the need to amend the charter so long as the amendments conform to legal requirements. HSCS staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension, and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

HSCS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request from the Administration Office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of the intent to remove the pupil no less than five school days before the effective date of the action, as required by EC Section 47605(b)(5)(J)(iii).

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

I. Enumerated Offenses

A. Discretionary Suspension Offenses

Students may be suspended for any of the following acts when it is determined the pupil:

- 1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- 2) Willfully used force of violence upon the person of another, except self-defense.
- 3) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance.
- 4) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- 5) Committed or attempted to commit robbery or extortion.
- 6) Caused or attempted to cause damage to school property or private property.
- 7) Stole or attempted to steal school property or private property.
- 8) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
- 9) Committed an obscene act or engaged in habitual profanity or vulgarity.
- 10) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
- 11) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
 - a) Except as provided in Education Code Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.
- 12) Knowingly received stolen school property or private property.

- 13) Possessed an imitation firearm.
- 14) Committed or attempted to commit a sexual assault or committed a sexual battery.
- 15) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- 16) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- 17) Engaged in, or attempted to engage in hazing.
- 18) Made terrorist threats against school officials and/or school property.
- 19) Committed sexual harassment, as defined in Education Code Section 212.5.
- 20) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- 21) Intentionally harassed, threatened or intimidated a student or group of students by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- 22) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - a) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - b) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a

telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- c) An act of cyber sexual bullying.
- i. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - ii. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- d) Notwithstanding subparagraphs (b) and (c) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

23) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which

the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (A)(1)-(2).

24) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.

B. Non-Discretionary Suspension Offenses

Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.

C. Discretionary Expellable Offenses

Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- 1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- 2) Willfully used force or violence upon the person of another, except self-defense.
- 3) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance.
- 4) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- 5) Committed or attempted to commit robbery or extortion.
- 6) Caused or attempted to cause damage to school property or private property.
- 7) Stole or attempted to steal school property or private property.
- 8) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
- 9) Committed an obscene act or engaged in habitual profanity or vulgarity.
- 10) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
- 11) Knowingly received stolen school property or private property.
- 12) Possessed an imitation firearm.

- 13) Committed or attempted to commit a sexual assault or committed a sexual battery.
- 14) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- 15) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- 16) Engaged in, or attempted to engage in hazing.
- 17) Made terroristic threats against school officials and/or school property.
- 18) Committed sexual harassment, as defined in Education Code Section 212.5.
- 19) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- 20) Intentionally harassed, threatened or intimidated a student or group of students by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- 21) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - a) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - b) "Electronic Act" means the creation or transmission originated on or off the school site (school testing or event location), by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- c) Notwithstanding subparagraphs (a) and (b) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

22) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (C)(1)-(2).

23) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any

object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.

D. Non-Discretionary Expellable Offenses

Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- 1) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object Unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.
- 2) If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

II. Suspension Procedure

Suspensions of fewer than 10 days for a single event shall be initiated according to the following procedures:

A. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Superintendent or the Superintendent's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Superintendent or designee.

The conference may be omitted if the Superintendent or designee determines that an

emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

B. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

C. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Superintendent or Superintendent’s designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil’s parents, unless the pupil and the pupil’s parents fail to attend the conference.

This determination will be made by the Superintendent or designee upon either of the following: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

For suspensions of 10 days or more and all other expulsions for disciplinary reasons, the

Charter School shall: provide timely, written notice of the charges against the student and an explanation of the student's basic rights; and provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate, in accordance with Education Code Section 47605(b)(5)(J)(ii).

III. Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil nor a Board member of the Charter School's governing board. The Administrative Panel may be comprised of educators within the Springs community, in local charter schools, or in local school districts. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

IV. Expulsion Procedures

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified above for suspensions longer than 10 days, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified above for suspensions longer than 10 days, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions pursuant to the suspension procedures described above.

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Superintendent or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- 1) The date and place of the expulsion hearing;
- 2) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- 3) A copy of the Charter School's disciplinary rules which relate to the alleged violation;
- 4) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
- 5) The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- 6) The right to inspect and obtain copies of all documents to be used at the hearing;
- 7) The opportunity to confront and question all witnesses who testify at the hearing;
- 8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

A. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

- 1) The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- 2) The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- 3) At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

- 4) The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- 5) The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- 6) Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- 7) If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- 8) The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- 9) Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- 10) Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

B. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

C. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

D. Written Notice to Expel

The Superintendent or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Superintendent or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

As indicated in the Affirmations and Declaration section, above, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days if a pupil is expelled or leaves HSCS without graduating or completing the school year for any reason and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades,, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School.

E. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

F. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

G. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

H. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

I. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Superintendent or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Superintendent or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The

pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

J. Students with Disabilities

1) Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2) Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3) Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4) Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

5) Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Superintendent or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to

whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6) Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7) Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.
- c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited

evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

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Element K: Retirement Systems

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).

Certificated employees of HSCS shall participate in the State Teachers Retirement System (STRS). Non-certificated employees of HSCS shall participate in the Public Employees' Retirement System (PERS), and Social Security. The HSCS, Inc. Board of Directors reserves the right to offer its employees additional retirement options such as a 403(b) or 401(k) program. Eligibility of new employees in a particular retirement program will be determined by the Human Resources Department as part of the new hire process. The Human Resources Department shall be responsible for ensuring that appropriate arrangements for retirement coverage have been made for all employees. A complete list of the positions covered under each system resides in the HSCS Human Resources Department and are available for inspection by the District.

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Element L: Public School Attendance Alternatives

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).

Attendance at HSCS is entirely voluntary on the part of the students who enroll and no student may be required to attend HSCS. If a student chooses not to attend HSCS, they have the option of attending a public school in their district of residence or to pursue other educational alternatives. Parents and guardians of each student enrolled in HSCS will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in HSCS, except to the extent that such a right is extended by the local education agency.

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Element M: Return Rights of District Employees

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).

No public school district employee shall be required to work at HSCS. Persons employed at HSCS are not considered employees of the District for any purpose whatsoever. Employees of the District who resign from employment to work at HSCS and who later wish to return to the District shall be treated the same as any other former the District employee seeking reemployment and will have no automatic rights of return to the District after employment by HSCS unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

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Element N: Dispute Resolution Procedures Related to Charter Provisions

***Governing Law:** The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(5)(N).*

HSCS recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. HSCS is willing to consider changes to this process outlined below as suggested by the District.

Any dispute between HSCS and the District (collectively "the Parties") shall be resolved in accordance with the following procedure. The term "dispute" means any alleged violation, misinterpretation, or misapplication of a specific provision of this Charter or the MOU between the Parties which does not constitute a severe and imminent threat to the health and safety of pupils.

In the event of a dispute between HSCS and the District, HSCS staff, employees, and Board Directors and the District agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent and Superintendent of the Charter School. In the event that the District's Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, HSCS requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Charter School Superintendent and District Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the District Superintendent and the Superintendent of the Charter School and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If the Parties are unable to reach agreement, the dispute may be referred to non-binding mediation before a single neutral mediator. A request for mediation shall be in writing and must be received by the Parties no later than fourteen (14) calendar days from the date the Parties last met to discuss the dispute and attempted to reach an agreement. A request for mediation shall succinctly state the nature of the dispute and the relevant provisions of the Charter and/or MOU. The mediator shall be selected by mutual agreement from a list of mediators provided by the American Arbitration Association or other mutually acceptable alternative dispute resolution service. The mediation shall commence within thirty (30) calendar days from the date of receipt of the request for mediation unless extended by mutual agreement for the convenience of the parties and/or mediator. The costs of

mediation shall be paid by the charter. The cost to HSCS for the dispute resolution process will be paid for through unrestricted dollars. No party shall commence any action in connection with a dispute under this Charter or an MOU without exhausting this dispute resolution procedure.

If the mediation result is not mutually agreeable, both Parties will have been deemed to have "exhausted their administrative remedies" and may pursue other legal options for resolution. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

HSCS is aware that the District's Board of Education's discretion to revoke the Charter is not proscribed by the requirement to participate in the dispute resolution process. Additionally, HSCS will ensure that parties involved will sign a privacy disclosure form agreeing that no comments will be made publicly during the dispute resolution process, adhering to state and federal laws governing mediation and conflict resolution.

Internal Disputes

HSCS shall maintain a Uniform Complaint Policy and Procedure, as required by law, as well as a General Complaint policy, to be used for all internal disputes related to HSCS's operations. Parents, students, Board members, volunteers, and staff at HSCS will be provided with a copy of HSCS's policies and internal dispute resolution process. The District will promptly refer all disputes not related to a possible violation of the Charter or law to HSCS.

Element O: Closure Procedures

***Governing Law:** The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(O).*

In the event that HSCS decides to cease operations, the following procedures will ensue:

- 1) The HSCS, Inc. Board of Directors shall adopt a resolution electing to close the charter school. The resolution shall identify the reason for closure. The Superintendent, or another individual selected by the Board, will be responsible for closure-related activities.
- 2) HSCS will promptly notify parents and students of HSCS, the District, the County, the Charter School's SELPA, the retirement systems in which HSCS's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and Federal Social Security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.
- 3) HSCS will ensure that the notification to the parents and students of HSCS of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close HSCS.
- 4) HSCS will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' district of residence, which they will provide to the entity responsible for closure-related activities.
- 5) As applicable, HSCS will provide parents, students, and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.S. §1232g. HSCS will ask the District to store original records of HSCS students. All HSCS student records will be transferred to the District upon closure. If the District will not or cannot store the records, the Charter School shall work with the County to determine a suitable alternative location for storage.

- 6) All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.
- 7) As soon as reasonably practical, HSCS will prepare final financial records. HSCS will also have an independent audit completed within six months after closure. HSCS will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant and selected by HSCS, Inc. and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to HSCS.
- 8) HSCS will complete and file annual reports required pursuant to Education Code section 47604.33.
- 9) On closure of HSCS, all assets of HSCS, including but not limited to all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending HSCS, remain the sole property of the HSCS, Inc. nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the District or the District property will be promptly returned upon HSCS closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.
- 10) On closure, HSCS shall remain solely responsible for all liabilities arising from the operation of the Charter School.
- 11) As HSCS is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies. The sole statutory member has the right to vote on any election to dissolve the nonprofit

public benefit corporation and to vote on the disposition of all or substantially all of the nonprofit public benefit corporation's assets.

- 12) As specified in the HSCS budget, HSCS will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

The HSCS, Inc. Board of Directors will designate a school employee(s) to remain on the payroll of the charter school beyond the charter school's closing for the purpose of overseeing the transfer of student records and distribution of assets, as well as matters directly related to the closure procedures.

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Additional Provisions

A. Revision/Amendments of the Charter

This Charter may be amended by the written mutual agreement of the HSCS, Inc. Board of Directors and the District. Material revisions to the charter may be made only with the District's approval and shall be governed by Education Code Section 47607 and the same standards and criteria that apply to new charter petitions as set forth in Education Code Section 47605.

Any material revision to the charter must be presented to the District for approval.

In the event of changes to state law or regulations applicable to charter schools enacted subsequent to granting this charter that are inconsistent with the terms of this charter, the parties agree to amend this charter and any applicable MOU provisions to accord with any such changes.

B. Term of the Charter

The term of this charter shall be five years commencing July 1, 2018 through and including June 30, 2023 and may be renewed for subsequent five-year terms by the District Board of Education.

C. Revoking the Charter

The District's Board of Education may pursue revocation of the charter pursuant to Education Code Section 47607 and its implementing regulations if any of the following apply:

- 1) HSCS committed a material violation of any of the conditions, standards, or procedures set forth in the charter or MOU.
- 2) HSCS failed to meet or pursue any of the pupil outcomes identified in the charter.
- 3) HSCS failed to meet generally accepted accounting principles or engaged in fiscal mismanagement.
- 4) HSCS violated any provision of law.

D. Administrative Services

Governing Law: *The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(g).*

Details of any business or administrative services, special education services, costs, and funding between the District and HSCS shall be detailed in a separate MOU.

HSCS shall operate its primary Administrative Offices at 43466 Business Park Drive, Temecula, CA 92590.

The draft MOU between the other charter schools in the network outlines the respective roles and responsibilities of HSCS, its Board of Directors, and the Charter Schools. A copy of the MOU shall be provided to the District promptly following its execution. The HSCS, Inc. Board of Directors reserves the right to contract with a different back-office provider at any time pursuant to the needs of HSCS and budget considerations as determined by the Board.

Pursuant to California law, the District will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisorial oversight of HSCS not to exceed one (1) percent of the revenue of the charter school. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

HSCS agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

E. Facilities

Governing Law: The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(g).

As HSCS is a non-classroom based/independent study charter school, the District and HSCS understand and agree that HSCS must serve any interested students throughout San Diego County and adjacent counties pursuant to Education Code Section 51747.3, and 47605, subdivisions (d)(1) and (d)(2)(A). Additionally, HSCS must provide appropriate services and resources to enable HSCS's students to complete their independent study successfully. As such, HSCS utilizes event/public spaces to facilitate its independent study program and offer supporting services to students including, but not limited to, testing, tutoring, wet labs, special education services, and teacher-student meetings.

HSCS will also have an administrative office within the Julian Union Elementary School District boundaries.

HSCS may also rent occasional temporary space for events and activities.

HSCS shall comply with Education Code Section 47610 by utilizing facilities for events that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code.

F. Budgets and Financial Reporting

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).

The following documents are included in Appendix EE:

- Budget assumptions
- Financial projections and cash flow for the first five years of operation

These documents are based upon the best data available to the petitioners at this time.

HSCS shall provide reports to the District and County Superintendent of Schools as follows as required by Education Code Section 47604.33, and may provide additional fiscal reports as requested by the District:

- 1) By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(g) will satisfy this requirement.
- 2) By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
- 3) By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
- 4) By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- 5) By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

G. Insurance

HSCS shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and HSCS's insurer. The District Board of Education shall be named as an additional insured on all policies of HSCS. Prior to opening, HSCS will provide evidence of the above insurance coverage to the District.

H. Potential Civil Liability Effects

Governing Law: *Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(g).*

HSCS shall be operated by HSCS, Inc., a California nonprofit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. HSCS shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of HSCS.

The corporate bylaws of HSCS, Inc. provide for indemnification of the HSCS, Inc. Board, officers, agents, and employees, and HSCS will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and HSCS's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of HSCS.

The HSCS, Inc. Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Memorandum of Understanding and Indemnification

HSCS anticipates that it shall enter into a memorandum of understanding ("MOU") with the District to outline the agreement of HSCS and the District governing the parties' respective fiscal and administrative responsibilities, legal relationship, and operation of HSCS.

The MOU shall include an indemnification provision to cover the actions of HSCS under this Charter. As HSCS recognizes that it cannot bind the District to an indemnification clause to which the District does not agree, the following language is intended as a starting point and may be amended per the MOU between the parties:

HSCS shall, to the fullest extent permitted by law, indemnify, defend, and hold harmless the District, its officers, directors, and employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter District and District Personnel) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney's fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against District and/or District Personnel, that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, HSCS's performance under this Agreement, the Charter or any acts or errors or omissions by HSCS or its board of directors, administrators, employees, agents, representatives, volunteers, successors and assigns; provided, however, that HSCS shall not have any obligation to indemnify, hold harmless or defend the District and/or District Personnel against and from any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney's fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against District and/or District Personnel, that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, HSCS's performance under this Agreement, resulting from or arising out of the negligence or intentional acts, errors or omissions of the District and/or District Personnel of District and/or District Personnel.



Harbor Springs Charter School

Appendix

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Kathleen Hermsmeyer Ed.D.

1920 Alderwood Circle
Vista, California 92081
(951) 252-8800 (W)
(760) 716-7112 (C)

Career Experience

Harbor Springs & Empire Springs Charter Schools

July 2013 to Present

Business Park Drive, Temecula, CA

Superintendent

- *Received and developed two additional non-classroom based charter schools, one in San Bernardino County and one in San Diego County, to serve as "sister schools" to River Springs Charter (below)
- *Enrolled and served over 1200 students between the two schools
- *Managed a budget in excess of 8 million dollars.
- *Developed and opened 4 student classroom locations throughout Southern California

River Springs Charter School

July 2006 to Present

Business Park Drive, Temecula, CA

Executive Director/ Superintendent

- *Received and developed a non-classroom charter school program sponsored through Riverside County Office of Education.
- *Built program of 5200 K-12th grade students which provides independent study, classroom-based learning and community-based learning activities.
- *Managed a budget in excess of 39 million dollars.
- *Created mission-driven programs that provide students with voice and choice and the skills to learn independently
- *Created interactive, choice-driven online curriculum for independent study students
- *Developed and opened 12 student classroom locations throughout Southern California

Eagles Peak Charter School

July 2000 to January 2007

Vale Terrace Drive, Vista, CA

Executive Director

- *Built and developed Southern California's largest non-classroom based charter school (approximately 4,000 students).
- *Oversaw a budget in excess of 23 million dollars.
- *Managed all departments throughout the school.
- *Developed a wide variety of "site-based" support programs.

Horizon Instructional Systems**July 1998 to 2000**

3rd Street, Lincoln, CA

Education Specialist

*Mentored parents who homeschooled their children, and worked with high school students who chose to obtain their diplomas via independent study. Duties included assigning and grading work, ordering curriculum materials, setting and recording goals and objectives and assessing student progress.

Sacramento City College**March 1997 to 2000**

Freeport Blvd, Sacramento, CA

Adjunct Faculty, Communication Information Systems

*Taught a variety of computer classes including Beginning and Intermediate Microsoft Access, Microsoft Word, Beginning and Intermediate Microsoft Excel and Windows 95.

Chapman University**October 1997 to 2000**

Sacramento, CA

Adjunct Faculty

*Taught graduate courses on multiculturalism, Ed 570, entitled "Voice, Diversity, Equity and Social Justice."

*Taught graduate courses in computers, Ed 551, entitled, "Microcomputers for educators."

University of the Pacific**September 1995 to 1998**

Stockton, CA

Adjunct Faculty, School of Education

*Taught Pre-K to 12th grade fieldwork course *CURR 87) Summer '97, '98, '99 and 2000

Graduate Assistant for the School of Education

*Provided inservice computer training and technical support for faculty and staff (Fall, 1997)

*Supported and scheduled fieldwork students in their public school assignments (1995-1997)

*Assisted two professors with research on fieldwork students (1995-1997)

National University**January 1997**

Sacramento, CA

Adjunct Faculty

*Taught one month graduate course required for all multiple subject credential candidates, "Teaching Math and Science in the CLAD Elementary Classroom"

St. Mary's College**January 1996 to August 1996**

Moraga, CA

Lecturer/Supervisor for CLAD Student Teachers

- *Taught two summer school sessions of "Microcomputers for Elementary School Teachers"
- *Scripted, evaluated and supported CLAD student teachers during their full-time student teaching

Monroe Elementary School**September 1993 to August 1995**

701 N. Madison St., Stockton, CA

Language Arts Resource Specialist

- *Assisted teachers in planning and implementing their reading/language arts programs
- *Provided oral language support for ESL students
- *Led support groups for children in crisis using the "Rainbows" curriculum
- *Began a community involvement project focused on building a love of reading

Southbank International School**September 1991 to June 1993**

36-38 Kensington Park Rd., London

Grade K/1 teacher and computer resource teacher K-6 (9/92-6/93)

- *Taught children from all over the world using many ESL techniques
- *Presented workshops on various topics for the International School Association
- *Wrote computer curriculum for grades K-6
- *Produced creative arts programs for parents and guests which included song, dance and drama
- *Taught computing to all classes K-6; Coordinated K-6 computers and network

Computer Teacher grades 4-12, Science Teacher grade 7 (9/91-6/92)

- *Taught all aspects of computing, including IGCSE level
- *Taught general science using all lab apparatus and equipment
- *Founded and supervised a school newspaper, produced on the computer
- *Cooperated with teachers from other subject areas to provide an integrated program

Stockton Unified School District**September 1988 to August 1991**

701 N. Madison St., Stockton, CA

Monroe Elementary School**(9/89-6/91)***First Grade Teacher*

- *Used a "whole-language" literature-based approach to teach all subjects
- *Piloted a semantic-based phonics program with great success
- *Aided in the installation of the new computer system and in-service of teachers on the computer

Roosevelt Elementary School**(9/88-6/89)***Fourth Grade Teacher*

- *Used cooperative learning to enhance student involvement
- *Implemented Fred Jones' Positive Classroom Discipline after receiving training by Fred Jones

Professional Honors & Education-Related Experience

- *Research consultant for Lodi Unified School District (see attached)
- *Book review published in Educational Studies, Summer 1996 edition
- *Traveled to Japan as Stockton's Exchange Teacher to Shimizu, Japan in June, 1994
- *California Teacher's Society
- *Alpha Chi Omega Society
(Public Relations Chairman, Song and Spirit Leader)

Education

University of the Pacific

Stockton, CA

Received Ed.D. in June, 2000

Doctorate in Curriculum and Instruction, minor in Educational Administration

Dissertation: Training Low-Income Parents of First Grade Students in Paired Reading: The Effects on Reading Fluency and Attitudes Toward Reading School.

California Polytechnic State University, San Luis Obispo

San Luis Obispo, CA

Master of Arts in Computer-Based Education

Received June, 1991. GPA 3.83 Bachelor of Arts in Liberal Studies

Received June, 1987. GPA 3.65 – Cum Laude

California Multiple Subject Credential

Clear status attained June, 1991

Language Development Specialist Certificate

Received June, 1994



Student Agreement

Choose one: ___ Citrus Springs ___ Empire Springs ___ Harbor Springs ___ River Springs

Student Name: Student, Fictitious

Student SSID #: _____

Date Last Attended Previous School: _____

Grade Level: 04

Program: Homeschool

School Year: 2017-2018

Contract Begins: 2017/08/28

Ends: 2018/06/12

Duration: 175 Days

Manner, Time, Frequency, Place for Submitting Assignments & Reporting Progress:

Manner: Face-to-face learning plan meeting

Time: _____ am/pm

Frequency: At least once every 20 school days

Place: _____

Methods of Study: Activities selected as the means to reach the objectives may include, but are not limited to: reading, research, essays, term papers, flash cards, illustrations, oral reports, demonstrations, participation, group projects, lesson exercises, games, projects, comprehension questions, computer programs, educational activities, simulations, discussions, note taking, videos, audio tapes, coloring, and other educational activities. Learning Plans will include descriptions of the major objectives and activities of the course of study covered by the agreement that were used within each assignment period.

Student Educational Objectives: The student must make adequate and appropriate progress toward the attainment of the Student Standards outlined in the charter document.

Specific Resources, Including Materials and Personnel, That Will Be Made Available to the Student: This student is entitled to school services and resources including, but not limited to, all school personnel, a credentialed teacher, textbooks, computers and software, supplementary materials, educational activities, and community resources.

Measurements of Academic Accomplishment or Course Credits:

Choose one: ___ K-8: Meeting California Common Core State Standards (I CANS) ___ High School Students:

| |
|-----------------------|
| K-8 Students: |
| COURSE TITLE |
| English-Language Arts |
| Mathematics |
| Science |
| Social Studies |
| Life Skills |
| Special Interests |

Methods of Evaluation - Mandatory Evaluations: Portfolio samples, monthly review of work, parent and teacher/ES observation, and California test or Charter School grade level assessment. Other evaluations include meeting Common Core State Standards which will include at minimum norm and criterion referenced tests, textbook assessments and project completion.

Board Policies: For all grade levels and all programs offered by the Charter School, no more than 20 school days may pass between when an assignment is made and the date by which a K-12 student must complete the assigned work in this Charter School.

The number of missed assignments that will be allowed before an evaluation is conducted to determine whether it is in the best interest of the student to remain in independent study shall be one (1). All students are expected to complete 100% of the work assigned.

Student/parent also understands the following: Independent study is an optional educational alternative in which no pupil may be required to participate. This student will remain eligible to enroll in a school located in the district in which he/she resides. This contract becomes null and void if the parent fails to complete the Student Registration Packet between July 1 and the first day of attendance.

By signing this contract, I agree to all of the above statements.*(blue ink only)*

Student Name: Student, Fictitious

Student's Signature: _____ Date: _____

Parent/Guardian/Care Giver Name (for students under the age of 18): Fictitious Parents and

Parent/Guardian/Care Giver's Signature: _____ Date: _____

Assigned Supervising Teacher/Educational Specialist's Name: Teacher, Fictitious

Teacher/Educational Specialist's Signature: _____ Date: _____

Interim Teacher/ES of Record or Counselor: _____ Date: _____

Other Person Who has Direct Responsibility for Providing Assistance to the Student:

Printed Name: _____

Signature: _____ Date: _____

Other Person Who has Direct Responsibility for Providing Assistance to the Student:

Printed Name: _____

Signature: _____ Date: _____

Other Person Who has Direct Responsibility for Providing Assistance to the Student:

Printed Name: _____

Signature: _____ Date: _____

Other Person Who has Direct Responsibility for Providing Assistance to the Student:

Printed Name: _____

Signature: _____ Date: _____

High School Courses

2017-18 Springs Charter School Master Course List

Springs Charter Master Course List serves as a guide for high school advisement. Courses are developed and listed in compliance with No Child Left Behind (NCLB), California Department of Education Diploma Requirements and “best practices” in advisement for students whose graduation goals are to achieve a high school diploma, prepare to enter the workforce, enlist in the military, attend community college or apply for freshman admissions to a four year college.

Students who plan to attend a UC, CSU, or other university or college are recommended to follow the A-G course sequence. All A-G course descriptions are submitted to the University of California Regents for approval of course content, key assignments, significant reading and writing, critical and analytical assignments.

Algebra – 10 Units (1 Year Course)

Courses listed meet SCS Algebra requirements

| Course Title | Pre-Requisite/Placement | Grade Level | Graduation Goal |
|---|--------------------------------|-------------|-----------------|
| Algebra 1 A/B (P) | None | 8-9 | UC/CSU |
| Math 2 A/B (P) | Math 1 (with “C” or higher) | 9-12 | UC/CSU |
| Algebra 2 A/B (P) | Algebra 1 (with “C” or higher) | 9-12 | UC/CSU |
| * Completion of the one year Algebra I requirement may be met through successful completion of a two-year Math 1 and 2 sequence * Completion of the first year of Math 1, without completion of the two-year sequence may be counted toward 10 units of Mathematics but does not meet the Algebra 1 requirement. | | | |

Mathematics – 20 Units

Courses listed meet SCS Mathematics requirements (see also Algebra Course List).

| Course Title | Pre-Requisite/Placement | Grade Level | Graduation Goal |
|---|-----------------------------------|-------------|-----------------|
| Geometry A/B (P) | Algebra 1 or instructor approval | 9-11 | UC/CSU |
| Math 1 A/B (P) | None | 8-9 | UC/CSU |
| Math 3 A/B (P) | Math 2 or instructor approval | 9-12 | UC/CSU |
| Pre-Calculus A/B (P) | Algebra 2 (with “C” or higher) | 10-12 | UC/CSU |
| Calculus A/B (P) | Pre-Calculus (with “C” or higher) | 11-12 | UC/CSU |
| Statistics & Probability A/B (P) | Algebra 2 (with “C” or higher) | 10-12 | UC/CSU |
| College Math - Elementary Algebra (P) | Algebra 2 (with “C” or higher) | 12 | UC/CSU |
| College Math - Intermediate Algebra (P) | Algebra 2 (with “C” or higher) | 12 | UC/CSU |

English – 40 Units

Courses listed meet SCS English requirements

| <i>Course Title</i> | <i>Pre-Requisite/Placement</i> | <i>Grade Level</i> | <i>Graduation Goal</i> |
|---|--------------------------------|--------------------|------------------------|
| English I A/B (P) | None | 9 | UC/CSU |
| English II A/B (P) | A-G English I (recommended) | 10 | UC/CSU |
| English II A/B (H) | A-G English I | 10 | UC/CSU |
| English III A/B (P) | A-G English II (recommended) | 11 | UC/CSU |
| AP English Literature and Composition A/B | A-G English II (recommended) | 11-12 | UC/CSU |
| English IV A/B (P) | A-G English III (recommended) | 12 | UC/CSU |
| AP English Language and Composition A/B | A-G English III (recommended) | 12 | UC/CSU |
| Expository Reading & Writing A/B (P) | A-G English III (recommended) | 12 | UC/CSU |

United States History – 10 Units (1 Year Course)

Courses listed meet SCS United States History requirements

| <i>Course Title</i> | <i>Pre-Requisite / Placement</i> | <i>Grade Level</i> | <i>Graduation Goal</i> |
|------------------------------------|----------------------------------|--------------------|------------------------|
| AP U. S. History w/ Geography A/B | World History (recommended) | 11 | UC/CSU |
| U.S. History w/ Geography A/B (H) | World History (recommended) | 11 | UC/CSU |
| U. S. History w/ Geography A/B (P) | World History (recommended) | 11 | UC/CSU |

World History – 10 Units (1 Year Course)

Courses listed meet SCS World History requirements

| <i>Course Title</i> | <i>Pre-Requisite / Placement</i> | <i>Grade Level</i> | <i>Graduation Goal</i> |
|------------------------------------|----------------------------------|--------------------|------------------------|
| World History w/ Geography A/B (P) | None | 10 | UC/CSU |
| World History A/B (H) | None | 10 | UC/CSU |
| World History By Design (P) | None | 10 | UC/CSU |

Economics – 5 Units

Courses listed meet SCS Economics requirements

| <i>Course Title</i> | <i>Pre-Requisite / Placement</i> | <i>Grade Level</i> | <i>Graduation Goal</i> |
|---------------------|----------------------------------|--------------------|------------------------|
| Economics (P) | Government Recommended | 12 | UC/CSU |

Government – 5 Units

Courses listed meet SCS Government requirements

| Course Title | Pre-Requisite / Placement | Grade Level | Graduation Goal |
|--|----------------------------------|--------------------|------------------------|
| AP American Gov. & Politics A/B | U.S History Recommended | 12 | UC/CSU |
| American Government (P) | U.S History Recommended | 12 | UC/CSU |

Physical Science – 10 Units (1 Year Course)

Courses listed meet SCS physical science requirements

| Course Title | Pre-Requisite | Grade Level | Graduation Goal |
|--------------------------|------------------------------|--------------------|------------------------|
| Chemistry w/ Lab A/B (P) | Algebra I with "C" or higher | 10-12 | UC/CSU |
| Physics w/Lab A/B (P) | Algebra I with "C" or higher | 11-12 | UC/CSU |

Life Science – 10 Units (1 Year Course)

Courses listed meet SCS biological science requirements

| Course Title | Pre-Requisite | Grade Level | Graduation Goal |
|-------------------------------------|------------------------------|----------------------------|------------------------|
| AP Biology w/ Lab A/B | Algebra I with "C" or higher | 10 recommended, 9-12 ok | UC/CSU |
| Biology w/ Lab A/B (P) | None | 10 recommended, 9-12 ok | UC/CSU |
| Anatomy & Physiology w/lab A/B (P) | Algebra I with "C" or higher | 11-12 recommended, 9-12 ok | UC/CSU |
| Environmental Science w/Lab A/B (P) | None | 10 recommended, 9-12 ok | UC/CSU |

Health – 5 Units

Courses listed meet SCS Health requirements

| Course Title | Pre-Requisite | Grade Level | Graduation Goal |
|---------------------|----------------------|--------------------|------------------------|
| Health | None | 9-12 | Diploma |

Physical Education – 20 Units

Courses listed meet SCS Physical Education requirements

| Course Title | Pre-Requisite | Grade Level | Graduation Goal |
|---------------------|----------------------|--------------------|------------------------|
| PE 1 A/B | None | 9-12 | Diploma |
| PE 2 A/B | None | 9-12 | Diploma |
| PE 3 A/B | PE 1 & 2 Recommended | 9-12 | Diploma |
| PE 4 A/B | PE 1 & 2 Recommended | 9-12 | Diploma |

VPA/Foreign Language – 10 Units

Courses listed meet SCS VPA/Foreign Language requirements. The Visual Performing art must be a one-year course (10 units of the same course) to fulfill the graduation requirement.

| <i>Course Title</i> | <i>Pre-Requisite /Placement</i> | <i>Grade Level</i> | <i>Graduation Goal</i> |
|------------------------------------|--|---------------------------|-------------------------------|
| Band I A/B (P) | None | 9-12 | UC/CSU |
| French 1A-2B (P) | None | 9-12 | UC/CSU |
| Spanish 1A-3B (P) | None | 9-12 | UC/CSU |
| Visual Arts 1A-2B (P) | None | 9-12 | UC/CSU |
| CTE Intro to Photography I A/B (P) | None | 9-12 | UC/CSU |
| CTE Digital Art and Design A/B (P) | CTE Intro to Photo A/B | 9-12 | UC/CSU |
| CTE Intro to Game Design 1 A/B (P) | None | 9-12 | UC/CSU |
| CTE Video Production (P) | CTE Digital Art and Design | 9-12 | UC/CSU |
| Instrumental Music (P) | None | 9-12 | UC/CSU |

Special Interest –60 Units

Please contact your school counselor to discuss which courses will be most beneficial to the students post graduation goals. Only A-G Courses listed

| <i>Course Title</i> | <i>Pre-Requisite /Placement</i> | <i>Grade Level</i> | <i>Graduation Goal</i> |
|--------------------------------|--|---------------------------|-------------------------------|
| Speech A/B (P) | None | 9-12 | UC/CSU (G) |
| Digital Communications A/B (P) | None | 9-12 | UC/CSU (G) |
| Contemporary Issues A/B (P) | None | 9-12 | UC/CSU (G) |
| Earth Science (P) | None | 9 | UC/CSU (G) |
| Math Essential 1A-3B | Instructor/Counselor Placement | 9-12 | Diploma |

Life Skills – 25 Units

Courses listed below SCS Life Skills Electives requirements

| <i>Course Title</i> | <i>Pre-Requisite</i> | <i>Grade</i> | <i>Graduation Goal</i> |
|---|---------------------------------------|---------------------|-------------------------------|
| | | | |
| Baking 1 A/B | None | 9-12 | Diploma |
| Career Exploration 1 A/B | None | 9-12 | Diploma |
| Child Development 1 A/B | None | 9-12 | Diploma |
| Community Service 1 A-4B | None | 9-12 | Diploma & College Bound |
| Computer Skills 1 A/B | None | 9-12 | Diploma |
| Consumer Math 1 A/B | None | 9-12 | Diploma & Career Specific |
| CTE Small Engine Maintenance & Repair | None | 9-12 | Diploma & Career Specific |
| CTE Maintenance & Repair Vehicle System | CTE Small Engine Maintenance & Repair | 9-12 | Diploma & Career Specific |

| | | | |
|---|---|------|---------------------------|
| CTE Maintenance Control Center Operations | CTE Maintenance & Repair Vehicle System | 9-12 | Diploma & Career Specific |
| CTE Kinesiology A/B | Anatomy & Physiology | 9-12 | Diploma & Career Specific |
| CTE Treatment & Care A/B | CTE Kinesiology | 9-12 | Diploma & Career Specific |
| CTE Engineering Essentials A/B | None | 9-12 | Diploma & Career Specific |
| CTE Electrical & Computer Engineering A/B | CTE Engineering Essentials | 9-12 | Diploma & Career Specific |
| CTE Mechanical Engineering w/CAD A/B (P) | CTE Electrical & Computer Engineering | | UC/CSU (G) |
| CTE Internship 1A/B | None | 9-12 | Diploma & Career Specific |
| CTE Intro Business A/B (P) | None | 9-12 | UC/CSU (G) |
| CTE Marketing and Advertising A/B (P) | CTE Intro Business | 9-12 | UC/CSU (G) |
| CTE Business Management A/B | CTE Marketing and Advertising | 9-12 | Diploma & Career Specific |
| CTE Medical Front Office A/B | CTE Med Term | 9-12 | Diploma & Career Specific |
| CTE Medical Billing and Coding A/B | CTE Med Front Office | 9-12 | Diploma & Career Specific |
| CTE Medical Terminology 1 A/B (P) | None | 9-12 | UC/CSU (G) |
| CTE Intermediate Game Design A/B | CTE Intro to Game Design | 9-12 | Diploma & Career Specific |
| CTE Public Safety 1 A/B (P) | None | 9-12 | UC/CSU (G) |
| CTE Enforcement Agencies and Procedures A/B | CTE Public Safety | 9-12 | Diploma & Career Specific |
| CTE PC Essentials A/B | | 9-12 | Diploma & Career Specific |
| CTE Desktop Professional A/B | CTE PC Essentials | 9-12 | Diploma & Career Specific |
| CTE Computer Systems and Technologies A/B | CTE Desktop Professional A/B | 9-12 | Diploma & Career Specific |
| CTE Networking Fundamentals A/B | CTE PC Essentials | 9-12 | Diploma & Career Specific |
| CTE Human Development A/B | None | 9-12 | Diploma & Career Specific |
| CTE Hospitality, Tourism, & Recreation | None | 9-12 | Diploma & Career Specific |
| CTE PC Security A/B | CTE Networking Fundamentals | 9-12 | Diploma & Career Specific |
| CTE Robotics 1A- 4B | None | 9-12 | Diploma & Career Specific |
| Culinary Arts 1A-2B | None | 9-12 | Diploma & Career Specific |
| Driver Education / Training | None | 9-12 | Diploma |
| Family Studies 1 A/B | None | 9-12 | Diploma |
| First Aid 1 A/B | None | 9-12 | Diploma |
| Home Economics 1A-2B | None | 9-12 | Diploma |
| Internship (EWEE) 1A-3B | Instructor Approval | 9-12 | Diploma |
| Internship / Work Experience Education (GWEE) 1A-2B | Instructor Approval | 9-12 | Diploma |
| Intro to CTE A/B | None | 9-12 | Diploma |
| Intro to CTE and Internship 1 A/B | None | 9-12 | Diploma |
| Intro to Independent Study | None | 9-12 | Diploma |
| Karate 1A-2B | Instructor Approval | 9-12 | Diploma |
| Leadership 1A-4B | None | 9-12 | Diploma |
| Logic 1 A/B | None | 9-12 | Diploma |
| Personal Finance 1A/B | None | 9-12 | Diploma |
| SAT Prep | None | 9-12 | Diploma |
| Sewing 1A -2B | None | 9-12 | Diploma |
| Speech / Debate 1 A/B | None | 9-12 | Diploma |

| | | | |
|-------------------------|------|------|---------|
| Study Skills | None | 9-12 | Diploma |
| Teacher Assistant 1A-2B | None | 9-12 | Diploma |
| Tutoring 1 A-2B | None | 9-12 | Diploma |
| Weight Training 1A/B | None | 9-12 | Diploma |



2017-18 High School Handbook

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27740 Jefferson Avenue
Temecula, CA 92590
P: (951) 252-8833
F: (951) 676-9055
guidance@springscs.org

www.SpringsCharterSchools.org

The mission of each Springs Charter School is to empower students by fostering their innate curiosity, engaging their parents, and promoting optimum learning by collaboratively developing a personalized learning program for each student.



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Advisement Process

Springs Charter Schools Mission Statement

Our mission is to empower students by fostering their innate curiosity, engaging their parents, and promoting optimum learning by collaboratively developing a personalized learning program for each student.

WASC Accredited California Public K-12 School

Springs Charter Schools are California Public Charter Schools that serve grades K-12 in Riverside, San Bernardino, San Diego, Orange, and L.A. Counties. Each school was founded on the principle that parent involvement and a personalized educational program for each student will lead to optimal levels of student achievement.

We believe that the best learning occurs when:

- The parent is directly involved in the teaching and learning process
- Learning is tailored to each individual student's needs
- One-on-one teaching is the primary arrangement
- Real life "context-based" learning is emphasized
- There is enrichment through field trips, apprenticeships, cooperative classes, and appropriate uses of technology
- Schooling is viewed as one aspect of an education
- The entire community serves as the school campus

The current WASC Report can be found online at
www.springscharterschools.org > About Us > Accreditation

For more detailed information about program options, visit our website at
www.springscharterschools.org and click on "Our Programs."

Important Questions

All high school advisement conversations begin with these important questions:

1. How will the school prepare students for college and career readiness?
2. What are the student's post-graduation goals?

Question 1: How will the school prepare students for college and career readiness?

Springs Charter School's graduation requirements and course offerings are designed to provide students with a variety of options upon graduation. The schools place a high value on the importance of college and career readiness. School counselors will work with high school students to develop an academic plan that optimizes each student's options for achieving their post-graduation goals.

Important considerations include:

- Does the student plan to return to their district school to complete graduation requirements? If the answer is yes, course schedules should be aligned to match the district's graduation requirements. It is the parent and student's responsibility to provide information about their district's graduation requirements to Springs' staff.
- Does the student plan to complete their high school graduation requirements at Springs Charter Schools? If so, students should be scheduled into classes that lead towards receiving a diploma.
- Will the student attempt a sequence of courses that align with California State University freshman admissions requirements?
- Has the student participated in Career Technical Education and/or an Internship?

Question # 2: What are the student's post-graduation plans?

Academic planning for high school students involves early identification of post high school goals, as well as, educational and career options. Identification of student potential and interest should be conducted exclusive from a report card.

California State University & University of California Admissions

Springs Charter graduates who plan on attending a CSU or UC are advised to:

- ☆ Follow the CSU/UC “a-g” sequence of courses
- ☆ Enroll in Springs “a-g” courses. All “a-g” courses are certified by the University of California
- ☆ Maintain a C or higher in all courses
- ☆ Complete all SAT and other entrance exams prior to December of their senior year
- ☆ Apply during the month of October - November to both CSU and UC campuses (Application Deadlines for CSU/UC – November 1-30)

Private and Out of State Colleges and Universities

Students should research college admissions requirements for private and out of state colleges. In general, students are advised to follow UC Freshman Admissions criteria during the early years of high school.

Community College

High school students interested in attending community college after graduation may begin to prepare themselves for the rigors of college level work during the high school years. Students are encouraged to:

- ☆ Take as rigorous of courses in high school as possible. At Springs Charter, it is recommended that community college bound students take as many “a-g” level courses as possible.
- ☆ Juniors & seniors may be approved for up to 9 units per semester (no more than two classes) of community college courses, which will count towards high school and college degree general education requirements

Diploma

All high school students are expected to take a sequence of courses and examinations that lead to receiving a high school diploma. School staff is expected to ensure that each student is scheduled in classes that are designed to meet Springs’ high school graduation requirements. Students are expected to complete courses in a recommended sequence each year unless otherwise approved by the school counselor.

Certificate of completion

A certificate of completion is available for students who have been identified with specialized needs as part of an individualized education program.

College and Career Indicator Model

The College/Career Indicator contains both college and career measures which recognizes that students pursue various options to prepare for postsecondary and allows for fair comparisons across all LEAs and schools.

There are three levels that measure postsecondary preparedness in the College/Career Indicator (CCI):

- Prepared
- Approaching Prepared
- Not Prepared

Prepared Level - Does the graduate meet at least 1 measure below?

High School Diploma and any one of the following:

- Career Technical Education (CTE) Pathway Completion plus one of the following criteria:
 - Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
 - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
- At least a Level 3 "Standard Met" on both ELA and Mathematics on Smarter Balanced Summative Assessments
- Completion of two semesters/three quarters of Dual Enrollment with a passing grade (Academic and/or CTE subjects)
- Passing Score on two Advanced Placement (AP) Exams or two International Baccalaureate (IB) Exams
- Completion of courses that meet the University of California (UC) a-g criteria plus one of the following criteria:
 - CTE Pathway completion
 - Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
 - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
 - Passing score on one AP Exam OR on one IB Exam

Approaching Prepared Level - Does the graduate meet at least 1 measure below?

High School Diploma and any one of the following:

- CTE Pathway completion
- Scored at least Level 2 "Standard Nearly Met" on both ELA and Mathematics Smarter Balanced Summative Assessments
- Completion of one semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)

- Completion of courses that meet the UC a-g criteria

Not Prepared Level

Student did not meet any measure above or did not graduate, so considered NOT PREPARED

Once a student begins to develop an area of interest, staff may want to begin helping them to think creatively about whether this interest has potential for a future career. Students may explore their interests by taking any of the following course options:

CTE at Springs Charter Schools

Springs Charter offers CTE Pathway Programs. These programs are offered at academy sites and online and are designed to prepare students for either immediate employment in an industry following high school graduation or for continued education at a college or university. Refer to the CTE flyer in the appendix for information on specific courses and sites. Students can contact their ES/Teacher or counselor to find out about local course availability and how to sign up.

CTE Courses (formerly ROP)

Career Technology Education courses provide entry-level job skills and experience in a large variety of career fields. High school students 16 years or older may want to begin their vocational training and experience while still in high school. Many CTE courses provide students with certificates of competency upon completion. An online Google search will quickly lead to a CTE program in your area.

****Please note:** Any CTE or ROP program that is offered outside of Springs must be pre-approved by the student's counselor. Program descriptions and proof of enrollment must be submitted to the counselor prior to beginning CTE courses, and a meeting will be held to determine course credit. Upon completion of the course or sequence, students must provide SCS with a certificate of completion.

Work Experience:

Work Experience Education is the combining of an on-the-job training with related academic instruction designed to maximize the on-the-job experience. The emphasis being a career based learning opportunity for the student through part-time paid employment. WEE is part of a total educational process that helps student to choose a career path wisely, prepares them for full-time employment that is suitable for their abilities and interests and allows students the opportunity to learn to work collaboratively in a successful way. Students will develop professional skills, habits and attitudes conducive to job success and personal growth. The employment will serve the function of a practical laboratory activity for reinforcing the academic instruction. By linking academic core curriculum with an on-the-job work experience this course will promote the students' school-to-career transition.

Internships:

SCS internships are semester-long high school courses that students in grades 10 through 12 take in order to experience a career in their area of interest. Internships focus on development of success-driven work ethics, professional skills, computer applications, and interpersonal skills in the workplace.

Certificate & Associate of Arts Programs @ Community College

Similar to CTE, students may choose to begin instruction towards a Certificate Program or an Associate of Arts Degree (AA) at the community colleges. Certificate Programs consist of 6-8 classes in specific areas and are designed to be used for entry level job skills or can be applied to the

Associate of Arts Degree offered through the community college system. Check your local community college course catalog for specific programs in your area.

Renaissance Real World Academy

The mission of the Renaissance Real World High School Academy is to offer a college and career readiness program that will for meaning careers. Students take an active role in their learning and are supported by staff as they gain skills and knowledge necessary to achieve future success and to become life-long learners. RRWA provides a small school setting that creates a sense of community and student well-being that supports academic achievement and student interests and passions.

Staff and parents play an important role in each student's success. Most important to student achievement for underperforming students is to help the student to identify his/her support systems and resources within and outside of the school setting. Springs' students must be able to stay motivated, read and comprehend instructions and materials, ask questions of adults, and have adequate organizational skills.

English enrollment

It is important that staff set high expectations in all courses, especially English. Springs's graduates must be able to read and write at or above grade level in order to access increasingly complex concepts and instruction. All Springs' students are expected to be enrolled in UC "a-g" English courses. Students are expected to enroll in English courses each year.

Mathematics

Springs Charter Schools has several enrollment policies in regards to high school students, including Math I enrollment for all high school students. Students are expected to enroll in a math course each year until they have completed the minimum three year mathematics graduation requirement.

Response to Intervention (RTI)

Students who have low test scores on state-wide and school adopted assessments are placed in the school's RTI process. Staff, parents and occasionally students work together to identify the student's areas of need and develop strategic plans to assist the student towards greater levels of success in all academic areas, particularly English and Mathematics.

Strategies for teachers working with under-performing independent study students (edited from <http://www.ncpublicschools.org>)

- Maintain and support high expectations
- Use pacing guides to plan the instruction and cover competencies
- Teach comprehension strategies and skills
- Relate the subject matter to everyday life situations
- Use various types of ongoing assessment periodically to monitor student learning
- Hold conferences with students regarding their work
- Teach to learning styles
- Use manipulative and other active learning strategies
- Incorporate test vocabulary into daily instruction
- Place emphasis on the application of the new learning
- Model and demonstrate strategies for students and serve as a coach for them
- Provide choices for students (e.g., choosing their own books, research projects, etc.)
- Provide opportunities for students to assume responsibility for their own learning by requiring them to set goals, keep records of their progress, share their learning, exhibit and evaluate their work
- Hold true to the mission of the school
- Develop and maintain positive home-school relations

Working with High Achieving Students

Serving the Needs of Gifted Learners

Springs Charter has a variety of services, resources, and opportunities for high achieving students, resources and web links, and alternative options for students to receive credit for academically advanced coursework. High school students may earn credits as concurrent enrollment in community college and distance learning opportunities.

Advanced Placement (AP) Program:

Completing an AP course let's colleges and universities know that a student has what it takes to succeed in an undergraduate environment. When admissions officers see "AP" on a transcript, they know that what students experienced in a particular class has prepared them well for the challenges of college. Taking AP courses is a sign that students can be successful in the most rigorous classes a high school has to offer. Students should consult with their counselor or ES/TOR to discuss if AP is right for them and to discuss course offerings.

The Springs Guidance Department administers AP exams in the spring of each school year. Advanced Placement exams are administered to directly coincide with the completed courses. If a student passes the AP exam with a score of three or higher (on a scale of one to five), they could receive college credit for the course through College Board. For more information about AP testing, visit <http://apcentral.collegeboard.com>

Dual Enrollment

Dual enrollment is a program that allows qualified high school students to earn college and high school credit while meeting graduation requirements. For some students it may be an additional option to achieve college credit in both the academic and vocational pathways.

Honors Courses

Select programs at Springs Charter Schools also offer honors courses, which offer advanced curriculum, more in-depth study, and/or changes in pace from an A-G course.

National Honors Society (NHS)

Membership in NHS is based on four criteria: scholarship, leadership, service, and character. Students are expected to pay membership dues, participate in community services projects and attend monthly chapter meetings. NHS members in good standing are eligible for state and national scholarships offered through the NHS organization.

California Scholastic Federation (CSF)

Membership in CSF is based on scholarship and citizenship only. CSF members are eligible for a variety of tuition scholarships at universities across California and in select colleges nationwide.

GPA - Overall, Overall Weighted, Academic Weighted

- Overall GPA: Average grade in all classes from 9-12th grade, based on a 4.0 scale.

- Weighted Academic GPA: Average grades in all classes from 9-12 with extra point for Honors/AP in which a C or better is earned in the course.
- Academic (weighted) GPA: Our academic GPA is aligned with the UC/ CSU Weighted GPA.

Overall GPA can be found on the student's transcript. Contact your school counselor for official calculation of weighted

Concurrent Enrollment

Springs Charter students may obtain both high school and college credit for specific courses taken at the community college level provided certain guidelines are followed.

- A student enrolled full time with Springs may take 2 community college courses (not to exceed 9 units) at the community college and receive dual credit for the courses. Full time enrollment is defined as a student who is attempting 20 units of Springs Charter School courses within any given term.
- The following factors will be reviewed by the school administrator prior to granting approval for Springs students to attend community college courses through the concurrent enrollment process:
 - GPA: Students requesting 2 community college general education courses must maintain A & B grades in Springs' core courses.
 - Career Technical Education (CTE) Courses: Students requesting 2 community college CTE courses must maintain A & B grades in all Springs courses and take a sequence of courses that meet the student's post-graduation goals.
 - Continued Community College Class Enrollment: Students will be considered for continued enrollment in community college courses based on successful completion of previous community college classes.
 - Academic History: Students requesting concurrent enrollment typically have a history of strong academic performance in both high school and community college level.

Unit Calculations for Community College courses

College courses that are listed on the CSU and/or UC Transferable Course Lists will be calculated for high school units at 3.33 high school units for each 1 community college course unit and not to exceed 10 SCS units per course. Lab requirements for specific science courses are not awarded additional units toward Springs graduation requirements. CSU and UC Transferable Course Lists may be found at **www.assist.org**.

Examples include:

| | CC Units | x 3.33 = | SCS Units |
|-------------|-----------------|-----------------|------------------|
| English 100 | 3 | x 3.33 = | 10 |
| PE | 1 | x 3.33 = | 3.33 |
| Spanish I | 5 | x 3.33 = | 10 |


High school students may take any community college course, however those courses that are not on the CSU/UC Transferable course list will receive 3-5 SCS units for each 3 unit community college course. Students are responsible to submit the transcript to the SCS administration office, attention to the Transcript Technician

Non-publicly funded options

Students who are enrolled in private college sponsored programs in which the entire tuition is paid by the parent or the student and in which there is no known state apportionments payments for the course, are not restricted to concurrent enrollment guidelines.

Concurrent Enrollment Checklist

| TASK | Student | SCS Staff |
|--|---------|-----------|
| Complete Matriculation Process at Desired College of Attendance Refer to individual college website for required steps | | |
| Complete Required Concurrent Enrollment Paperwork & Submit to SCS for Approval <ul style="list-style-type: none"> Refer to individual college website for required form(s) and documents. It is recommended you turn your forms in early; processing may take up to 7 business days. Students who do not submit forms to the Guidance Department for approval prior to starting the course may not receive high school credit for completed courses. | | |
| Request Transcripts from SCS if Required Not all colleges require official transcripts for concurrent enrollment. Request transcripts by emailing transcripts@springscs.org . Please include <ul style="list-style-type: none"> Student's Name Student's date of birth Reason for Request Where you would like the transcript sent (address, attention/department, etc.) | | |
| Submit Required Forms and Documents to College SCS will not submit documents on a student's behalf. | | |
| Register for Approved College Courses Refer to college website for registration process, date, and time. | | |
| Complete College Course with a C or Better | ▲▲ | |
| Request College Send Official Transcripts to SCS It is the student's responsibility to submit official transcripts to SCS so that high school credit can be awarded. Refer to the college for transcript request procedure. Transcripts should be sent or hand delivered directly to – <p style="text-align: center;"> Springs Charter Schools Attn: Transcript Technician 43466 Business Park Dr. Temecula, CA 92590 </p> | | |

| | | |
|---|--|---|
| Only a sealed official transcript will be accepted for high school credit. It is highly advised that students submit transcripts immediately following the semester in which a college course is completed to ensure accurate academic advisement and assessment of progress towards graduation requirements. | | |
| Credits Awarded on High School Transcript | |  |

Community College Documentation and Transcripts

Courses taken at the community college may or may not need to be documented in the student's learning record. There are two options:

1. Homeschool only: Community College courses in which the school has paid for any portion of the college course materials must be showing as an active course in OASIS, documented in the Learning Plan, showing a portfolio sample and a grade recorded. The ES will enroll the student in one of the corresponding course titles below and select "N" to indicate that the courses should not show on the high school transcript.

| | |
|----------------------------------|--------------------------------|
| College Course Algebra 2 | College Course World History |
| College Course Pre-Calc | College Course US History |
| College Course Integrated Math 1 | College Course Biology |
| College Course Integrated Math 2 | College Course Chemistry |
| College Course Integrated Math 3 | College Course Earth Science |
| College Course Other 1 | College Course Physics |
| College Course Other 2 | College Course Prob & Stat |
| College Course English 101 | College Course College Algebra |
| College Course English 103 | |

2. All community college courses that are completed by the student will be posted on the Springs' transcripts after submission of an official transcript from the college to the guidance department and with written permission from the parent/guardian or adult age student. It is the student's responsibility to have the Official Transcript sent from the college. The ES/Teacher may use unofficial documentation for purposes of tracking academic progress towards graduation however, the High School diploma will not be complete until official documents have been received and posted to the student's transcript.

Note: It is the student's responsibility to provide enrollment and/or verification of completed course work to the ES/TOR at the beginning and completion of each semester. The ES/TOR is responsible for monitoring academic progress towards completion of Graduation Requirements.

Dual Enrollment

Dual enrollment is a program that allows qualified high school students to earn college and high school credit while meeting graduation requirements. For some students it may be an additional option to achieve college credit in both the academic and vocational pathways.

Dual Enrollment Objectives

Dual Enrollment creates access for high school students participating in post-secondary education opportunities (academic & career).

- ☆ Reduces college costs for students and families
- ☆ Reduces the length of time for students to obtain their academic and/or career goals
- ☆ Increases college credits awarded to high school students

Who Can Participate?

Students must be **juniors or seniors** having the support of parents, ES, and a high school counselor who verifies appropriate college level capability based on assessment scores and/or program pathways.

Why Take Dual Enrolled Courses?

Begin college early. High school students can begin working on a vocational certificate, associate's degree and/or university transfer requirements while completing as much as one year of college.

Save money. Students and their families can save thousands of dollars of college costs.

Easier transition to college. Students will gain confidence in their ability to do college work and may have an easier transition into postsecondary education.

Who Teaches These Courses?

Dual enrolled classes are taught by approved MSJC Associate Faculty. This may be a Springs employee who has been hired by the college for the specific purpose of teaching the courses to Springs students. Instructors use college curriculum and textbooks, and deliver a college level course which will require students to work at a higher level.

The Springs Charter School's' guidance staff consists of a team of specialists committed to providing quality services to students, parents, staff and the general public. Credentialed counselors, teachers, technicians and support staff work together in addressing the needs of all students to ensure the maximum benefit from the educational experience. The guidance department maintains that the education and development of student potential is vested in the individual, family, school and community and is therefore committed to a collaborative process that is inclusive of all stakeholders.

Departmental functions include:

- Professional counseling & support services
- High school advisement and course enrollments
- Grade level placement
- 504 Plans
- RTI Behavior Support

Guidance staff is committed to the following student related services:

- Student advocacy and assistance toward independence and responsibility in action
- Participate as an integral part of the school in addressing the complex issues that students are confronted with in today's society
- Early identification and advisement for college and career readiness
- Crisis intervention – Response, staff development, written school policies & processes
- Coordination of student services with all departments (Special Education, Student Records, Instruction and Curriculum, Discipline, etc)
- Develop systematic academic advisement policies and practices to insure that all high school students are placed in courses appropriate to meeting both SCS graduation requirements, enrollment policies and student post-graduation goals
- Develop increased understanding in the educational community of students' social, emotional and developmental needs and proven strategies for responding to all students
- Foster the belief that every individual is capable of learning and deserving of respect
- Support the belief that education must prepare students to live and work in a complex and ever-changing global society
- To foster reflection, re-evaluation, and openness to change as key elements toward program and individual improvement

Advisement Functions:

- Develop four year academic plans for all SCS programs
- Develop individualized four year academic plans for all high school students and select core courses.
- Provide staff development and training to all high school staff, teachers and directors
- Collaborate with all program directors on course advisement issues and scheduling
- Provide advisement for parents and students ongoing development of the student's four year academic plan
- High School course enrollment

All high school students are advised to meet with the school counselor for yearly transcript and academic reviews of their high school students' advisement plan. It is preferred that parents,

students and teachers be present at the yearly review, however it is not required. Contact the Guidance Department to schedule an appointment with the counselor that serves your area.

Counselor/Student Assignments: All students are assigned a school counselor. Counselors are assigned based on the student's teacher of record.

Middle School Advisement

High School Units for Middle School Students:

Springs Charter Schools provides 7th and 8th grade students the opportunity to earn high school credits in the areas of a-g approved mathematics courses and a-g approved foreign language courses. The policy is consistent with the UC/CSU policy to accept these units when taken in middle school.

Parents who would like their middle school student to receive high school units must send a written request to the transcript technician for the courses and units to be recorded on the transcript. It is also important to note that:

- Another school may not accept the units
- **Only** a-g mathematics and a-g foreign language courses can be considered for high school credit

Middle School Math Course Tracking:

All middle school math courses will be designated on the Student Agreement/Addendum to indicate the specific math course that each student is taking.

Listed below are the middle school math course titles/sequence:

For 7th Grade Only

Math 7
Math 7 Accelerated
Math I (P)

For 8th Grade Only

Math 8
Math I (P)
A-G Geometry A/B

Placement Criteria for Math Courses: The following multiple measures should be considered when placing students in the middle school math sequence.

- I-Ready Math Assessment results or Inspect Assessments
- Other recommended math assessments (as appropriate)
- Current math course performance on homework, quizzes, and test scores
- Teacher observations and recommendations

Student Agreement and Course Approval Process: The Student Agreement for middle school students will have a similar appearance and function as the high school Student Agreement currently in use for enrollment. The ES/TOR will follow the process below when enrolling middle school students:

1. Input generic menu of courses for K-8 students
2. Delete the generic math course title

3. Add the specific math course title that the student is enrolling in
4. Select “0” for the units attempted and “N” so the course does not appear on the transcript.
5. Student Record’s CT staff will approve all initial courses based on advisement criteria
6. Addendums: Changes to middle school math courses must be done by using the addendum process w/counselor approval.

Springs 9th Grade Math Placement Test Policy

Prior to initial enrollment in a high school mathematics class, all students will take the high school Mathematics Placement Test with a proctor (It would be common for this to occur during the Milestone 4 window of the student's eighth grade year.) Students who enroll in an a-g Mathematics course will also take the proctored placement test during the first month of school. Students who took the test in the spring may re-take the test at this time. The fall score will supersede the spring score if the test is taken twice.

Students already enrolled in a high school mathematics course will be placed according to their Milestone 4 score for their current course.

Placement will be as follows:

| Students with no prior high school math | |
|---|---|
| Score Range | Placement |
| 70% or higher OR iReady and CAASPP scores at grade level | Math 1 |
| 50%-70% | Math 1 and Math Essentials 1 |
| 0%-49% | Math Prep (9 th grade) 10 th grade and higher must meet with a guidance counselor to discuss appropriate placement. |

| Students with prior high school math | |
|---|--|
| Score Range | Placement |
| 70% or higher | Next Course in Sequence |
| 50%-70% | Next Math course in sequence AND Math Essentials for that course |
| 0%-49% | Meet with guidance counselor to discuss appropriate placement. |

Students entering Springs who have ALREADY begun a traditional Mathematics sequence (Algebra 1, Geometry, Algebra 2) will be placed according to the Table below. Students who have taken Algebra 1 will take the Algebra 1 milestone 4. Geometry and Algebra 2 will follow suit.

| Students with traditional math history | |
|--|---|
| Score Range | Placement |
| 70% or higher | Next course in sequence |
| 50%-70% | Next course in integrated sequence AND Math Essentials for that course. |
| 0%-49% | Meet with guidance counselor to discuss appropriate placement. |

Results of students' ninth grade math placement will be reported to the board each October by the Director of Instructional Support. The results will be disaggregated by sub-groups. Sub-groups with a disproportional number of placements in the lowest category will also have an improvement plan reported to the board.

Students who wish to advance to high school math coursework in 7th and 8th grade may request to take 7th Grade Accelerated Math. This class teaches both the seventh and eighth grade content in the span of a single year. The student may then request to take the High School Mathematics Placement test in order to be enrolled in Math 1 or higher. Students must pass the exam at a 70% or higher score. Students are required to meet with the school counselor to discuss their four year high school plan as well as the benefit and potential consequences of acceleration and possibly earning high school credit towards graduation in middle school before embarking along this path.

The courses listed below will meet UC and CSU "a-g" freshmen admissions requirements and count toward completion of Springs' graduation requirements in the math subject area.

Middle School Students:

In 2015-16, Middle school students may enroll in the following courses:

- * Math 7
- * Math 7 Accelerated
- * Math 8
- * Math 1 (P) A / B (high school level course)
- * Math 2 (P) A / B (high school level course)

High School Students

California State Standards course sequence will be:

- * Math 1 (P) A / B (Algebra 1/Geometry)
- * Math 2 (P) A / B (Algebra 1/Geometry/Algebra II)
- * Math 3 (P) A / B (Algebra II, advanced math)

High School Shadow/Support Course

Students who are struggling or at risk of successful completion of the State Standards Math Sequence within four years of high school, will be enrolled in a shadow course. The shadow course will be designed to fill in the gaps in foundational math skills and will be personalized to each student's individual needs. The courses listed below will count toward completion of Springs' graduation

requirements in the special interest area.

Shadow course titles will be:

- * Math Essentials 1 A / B
- * Math Essentials 2 A / B
- * Math Essentials 3 A / B
- * Mastery Math Lab A/B

Sample Mathematics Sequences:

Typical Sequence

| | 7 th | 8 th | 9 th | 10 th | 11 th | 12 th |
|-----------------|-----------------|-----------------|-----------------|------------------|------------------|------------------|
| Math 7 | ✓ | | | | | |
| Math 8 | | ✓ | | | | |
| Math 1 (P) | | | ✓ | | | |
| Math 2 (P) | | | | ✓ | | |
| Math 3 (P) | | | | | ✓ | |
| Pre-Calc (P) | | | | | | ✓ |
| Prob & Stat (P) | | | | | | ✓ |

Sequence for students who struggle in mathematics

As defined by multiple measures, including assessments, academic performance, etc.

| | 7 th | 8 th | 9 th | 10 th | 11 th | 12 th | Shadow Class |
|-----------------|-----------------|-----------------|-----------------|------------------|------------------|------------------|--------------|
| Math 7 | ✓ | | | | | | |
| Math 8 | | ✓ | | | | | |
| Math 1 (P) | | | ✓ | | | | Math Essn 1 |
| Math 2 (P) | | | | ✓ | | | Math Essn 2 |
| Math 3 (P) | | | | | ✓ | | Math Essn 3 |
| Pre-Calc (P) | | | | | | | |
| Prob & Stat (P) | | | | | | | |

Sequence for Students who are “at risk” in mathematics

Criteria for “at risk” includes objective assessment of multiple measures, including assessment, academic performance, etc. These students will need additional support through the RTI II and/or IEP processes.

| | 7 th | 8 th | 9 th | 10 th | 11 th | 12 th | Shadow Class |
|-----------------|-----------------|-----------------|-----------------|------------------|------------------|------------------|--------------|
| Math 7 | ✓ | | | | | | |
| Math 8 | | ✓ | | | | | |
| Math Essn 1 | | | ✓ | | | | |
| Math 1 (P) | | | | ✓ | | | Math Essn 2 |
| Math 2 (P) | | | | | ✓ | | Math Essn 3 |
| Math 3 (P) | | | | | | ✓ | |
| Pre-Calc (P) | | | | | | | |
| Prob & Stat (P) | | | | | | | |

Advanced Mathematics Sequence

Springs Charter Schools encourage advanced mathematics students to accelerate by beginning the high school (P) level math course sequence in 8th grade. Students who score a course letter grade of an A or B and earn a full year credit (ie: 10 units) may advance into the next course level.

The math teacher, parent, student and school counselor will determine math course placement based on multiple measures including assessment, student performance in math courses, and sample of student work and progress toward completion of graduation requirements with the expected four years.

UC and CSU school systems require three years of college-preparatory mathematics (four years recommended) that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.

| | 7 th | 8 th | 9 th | 10 th | 11 th | 12 th |
|-----------------------------|-----------------|-----------------|-----------------|------------------|------------------|------------------|
| Math 7 | ✓ | | | | | |
| Math 7 Accelerated | ✓ | | | | | |
| Math 8 | | ✓ | | | | |
| Math 1 (P) | ✓ | ✓ | ✓ | | | |
| Math 2 (P) / Geometry (P) | | ✓ | ✓ | ✓ | | |
| Math 3 (P) / Algebra II (P) | | | ✓ | ✓ | ✓ | |
| Pre-Calculus (P) | | | | ✓ | ✓ | ✓ |
| Prob & Stat (P) | | | | ✓ | ✓ | ✓ |
| Calculus (P) | | | | | ✓ | ✓ |

High School Advisement Worksheet – Transcript Analysis

Student academic advisement will be calculated using the advisement sheet. Counselor developed advisement sheets should be reviewed yearly with the student for ongoing academic evaluation and planning; this will ensure progress towards meeting expected graduation requirements and post-graduation goals. The advisement sheet is designed for transcript analysis for students transferring from other high schools and well as for use in providing clear communication and expectations between staff, parents, and students.

Transcripts from Other Schools:

Many of Springs' high school students earn grades and units from other high schools during their high school academic career. Some important tips when working with transcripts from other schools include:

- Always work from the original transcript
- Understand course titles and equivalent course levels

SCS (P) designated courses are submitted and approved through the UC Regents office. These college-prep courses have equivalent rigor to standard CA public high school courses.

Most course titles may be researched through UC Doorways. Google search a-g course lists and select the school that the student attended (as listed on the student's transcript).

- Use the credit summary often included on transcripts—the credit summary indicates the graduation requirements met from the student's previous school.
- When unsure of whether a course title will meet Springs' graduation requirements, record the course title in the Special Interest section of the advisement sheet until verification of the course content is complete
- The ES or teacher of record should contact the student's previous school for additional information on questionable course titles and content.
- Parents and students may be expected to obtain course descriptions and/or course syllabi or other verifying documentation to verify questionable course titles or content.



Springs Charter Schools - Guidance Advisement Sheet – Grades 9th -12th

Course Schedule recommendations for 2016-17 school year

| | |
|----------------------|-------------|
| STUDENT NAME: | GRD: |
|----------------------|-------------|

Student Post Graduation Goals

☐ 4 Year College
 ☐ 2+2 Community College/4 Year College
 ☐ Community College/Work

Career Interest: _____

Program:

Real World Academy / FAPA
Home School

Keys High School
Venture Online

| GRADUATION REQUIREMENTS 230 Units total | a-g | Units | Fall / Spring Course Recommendations | Units needed |
|--|-----|-------|---|-----------------|
| English I (P) - 10 units | y | | | |
| English II (P)- 10 units | y | | | |
| English III (P)- 10 units | y | | | |
| English IV (P)- 10 units | y | | | |
| Health - 5 units | | | | |
| PE 1 - 10 units | | | | |
| PE 2 - 10 units | | | | |
| CTE / Life Skill - 10 Units | | | | |
| CTE / Life Skill - 10 Units | | | | |
| CTE / Life Skill - 5 Units | | | | |
| Math 1 (P) - 10 units | y | | | |
| Math 2 (P) – 10 units | | | | |
| Math 3 (P) – 10 units | y | | | |
| Geometry (P) - 10 units | y | | | |
| Algebra I/ II/Pre-Calc (P) - 10 units | y | | | |
| Chemistry/Physics (P) - 10 units | y | | | |
| Biology (P) – 10 units | y | | | |
| World History (P) - 10 units | y | | | |
| US History (P) - 10 units | y | | | |
| American Government (P) – 5 units | y | | | |
| Economics (P) – 5 units | y | | | |
| Foreign Language 1 (P) - 10 units | y | | | |
| Foreign Language 2 (P) - 10 units | y | | | |
| Visual/Perform Art (P) - 10 units | y | | | |
| Elective (P) - 10 units | y | | | |
| Special Interest - 10 units | | | | |
| Special Interest - 10 units | | | | |

** For graduating classes of 2016 & 2017



High School Policies & Procedures

Graduation Requirements

| | Springs Charter Schools Diploma Requirements | CSU / UC Minimum Eligibility for Freshman Admissions* |
|--|---|--|
| Language Arts | 40 | 40 |
| World History | 10 | 10 |
| United States History | 10 | 10 |
| Economics | 5 | 5 |
| American Government | 5 | 5 |
| Mathematics*** | 30 | 30 |
| Physical/Earth Science | 10 w/lab | 10-20 w/lab |
| Biological/Life Science | 10 w/lab | 10-20 w/lab |
| Foreign Language, CTE, or Visual/Performing Art** | 10 | n/a |
| Foreign Language** | n/a | 20 |
| Visual/Performing Art** | n/a | 10 |
| Special Interests | 50 | See counselor |
| Physical Education | 20 | n/a |
| Health | 5 | n/a |
| Life Skills Electives | 25 | n/a |
| Total Units | 230 | 230 or higher |
| SAT or ACT exams | | |

**CSU/UC requirements listed reflect the minimum expectations. Students are encouraged to exceed unit expectations for entrance to more competitive colleges. See counselor.*

***The Visual Performing Art and/or Foreign Language must be a one-year course (10 units of the same course).*

****Math requirement includes at least one year of algebra content.*

NOTE: Students will be expected to be continuously enrolled in the core courses required for graduation until they have met all the requirements listed.

High School Student Enrollment Policy – College and Career Readiness

Springs Charter School recognizes the importance of ensuring that all graduates reach their highest potential in the areas of college and career readiness. Springs' graduates will be prepared to access college level coursework depending on post-graduation, college, and career plans. Springs high school students will be encouraged to take a series of career exploration and pathway programs that include internships, work experience, career pathways, career certification, CTE (formerly ROP) classes, and other career and vocational exploration and training programs

College Readiness for Springs Charter schools can be defined through some of the following criteria:

- Completion of CSU/UC Freshmen Admissions Requirements
- Completion of college level transferable courses through concurrent or dual enrollment.
- College admissions exam scores that meet expected entrance criteria (Accuplacer, SAT, ACT, EAP, Advanced Placement, SAT Subject Exams, and others)
- Completion of advanced high school coursework in mathematics, English, foreign language, science, social studies, visual and performing arts, career technical education.
- Other similar factors

Enrollment in High School Courses

All high school students will be enrolled in courses that are approved through the UC Regents as meeting college preparatory levels of rigor. These course titles are designated on the transcript as (P). For more information, see the University of California's a-g Course List on the UC website.

All high school students will be enrolled in courses that follow the CSU/UC Freshmen Admissions a-g course sequence. These courses are aligned to the school's high school graduation requirements. For more information, see the University of California and California State University websites for freshmen admissions requirements.

Exceptions to enrollment policy:

Educational Specialists and teachers who are requesting that a student be exempt from completion of high school course work at the a-g level of rigor, may request an exemption to the school's course enrollment policy. All exemptions will be determined through either the RTI, 504, or IEP process and based on objective criteria that includes student academic performance in each course, test scores, adequate progress, teacher recommendations, and additional factors. The student's counselor must be in attendance as one member of the multi-disciplinary team. Determinations for exemption will be made within individual subject disciplines. If a determination is made that the student schedule should be modified to the general level of rigor, the RTI, 504, or IEP team will meet at regularly scheduled intervals to monitor student progress and ensure that interventions and supports are effective.

UC/CSU Freshmen Admission Subject Requirements

General requirements, by subject area

High school seniors who fulfill the following three requirements will be entitled to a comprehensive review of their applications at each UC campus to which they apply.

- Complete 15 A-G courses, with 11 of those done prior to the start of 12th grade
- Maintain a GPA of 3.0 or better
- Take the ACT with Writing or SAT Reasoning test

The A-G requirements can be summarized as follows:

A History / Social Science - Two years required, including one year of world history, cultures, and geography **and** one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government.

B English - Four years of college preparatory English that includes frequent and regular writing, and reading of classic and modern literature.

C Mathematics - Three years of college preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry (students are required to take 1 year of Geometry).

D Laboratory Science - Two years of laboratory science providing fundamental knowledge in at least two of these three disciplines: biology (which includes anatomy, physiology, marine biology, aquatic biology, etc.), chemistry, and physics.

E Language Other Than English - Two years of the same language other than English.

F Visual & Performing Arts - One year, including dance, drama/theater, music, or visual art.

G College Preparatory Elective - In addition to those courses required in "a-f" above, one year (two semesters) of college preparatory electives are required, chosen from advanced visual and performing arts, history, social science, English, advanced mathematics, laboratory science, and language other than English.

Exam Requirements

SAT I or ACT

UC/CSU Application Deadlines

November 1-30 of the previous year

Financial Aid Applications

FASFA and Cal Grant (due January to March)

Assessment and placement in support classes is most effective when done as early as possible once a student has been identified to be in need of additional support.

9th Grade Math Options for 2017-18

1. All 9th grade students will be enrolled in Math 1 (P) if they have not yet already met the one-year algebra requirement.
2. During the first 4 weeks of fall semester, the ES or math teacher will assess the student's ability toward successful completion of the course. Teachers will use multiple measures to determine the student's level of mastery in prerequisite concepts and identify specific gaps that need to be addressed. Teachers may use a variety of multiple measures including, but not limited to:
 - ~ i-Ready Diagnostic
 - ~ Inspect Online Assessment (Algebra Readiness Diagnostic)
 - ~ Pre-tests from curriculum and other sources (ALEKS, Saxon), Symphony, ST Math
 - ~ Student work samples
 - ~ Teacher observations
 - ~ UC Algebra I readiness exam result
3. 9th grade students who do not have the prerequisite knowledge to successfully pass Math I (P) with a C or better and full units (based on the Test for Units) may be recommended for an alternate course placement:

Option #1

- a) Student remains enrolled in Math I (P)
- b) Increase support and resources by enrolling the student in the Math Essentials / Mastery math lab course and provide additional resources:

Option #2

- a) Conduct parent, student, teacher conference (RTI 2 meeting) to discuss assessment results, develop intervention and frequent monitoring plan, and to discuss implications towards meeting graduation requirements if student enrolls in Math Essentials I
- b) Enroll student in Math Essentials or Mastery math lab (meets Special Interest)
- c) Add significant support and resources
 - ~ Frequent parent & student conferences and progress monitoring (RTI Tier 2)
 - ~ Supplemental curriculum and instruction
 - ~ Tutoring
 - ~ Additional on-site instruction days for academy students

Assigning Student Grade Level

Springs Charter School considers multiple criteria for grade level placement for High School Students. We believe that doing so offers students a more realistic view of their progress towards accomplishing the goal of attaining a high school diploma. The criterion that is considered for grade level placement includes the number of units a student has completed at the end of each school year, as well as completion of specific core classes that would be expected to contribute to the successful completion of courses at the next higher level.

- All high school grade level placements will be determined during the spring enrollment meeting or at the Intake enrollment meeting for new students.
- Grade level placement will be based on a transcript review and on a projected, academic plan for completion of units and benchmark courses as listed on the chart below.
- Students who need to repeat grade levels should be held back in grades nine and eleven grades.
- Students should not repeat 10th grade.
- No grade level changes will be considered during the school year unless circumstances dictate the need for exception and the counselor & program director approve.
- It is expected that staff will make every attempt to place all high school student in grade levels according to this guidelines set forth. Exceptions to this policy will be considered on a case-by-case basis with approval from the guidance counselor.

The goal for all high school students would be to complete all high school diploma requirements within a four-year time frame, including summer school. Typically, this would require that each student be enrolled in a minimum of 30 units each semester.

| Grade Placement | Minimum Unit Completion | Grade level Benchmarks Courses attempted |
|-----------------|-------------------------|--|
| Freshman | 50 | English course Math course Science – (Earth/Life) |
| Sophomore | 100 | English course Math course World History Biology |
| Junior | 150 | English course Math Course US History |
| Senior | 230 | All graduation requirements completed by the end of summer following the senior year |

Course Sequence, Grades, & Units

Course Sequence

Each semester high school transcripts are reviewed by the school counselor and appropriate adjustments made to the student's schedule. Student course selection should indicate a progression of advancing course levels and titles. Ex: The natural progression of Spanish classes is: Spanish I, II, III, etc.

Credit for Course in Religious Studies

Springs Charter School awards units for courses that teach about religion. Courses that are devotional in nature will not be awarded units. Contact the director of Guidance if any clarification is needed.

Standard of Measurement/Equivalent Unit

Springs awards five units for a semester's worth of assigned course work. This should not be confused with a semester's length of time. Students are expected to cover and master the educational material in each course in order to earn all attempted units. Partial completion of assigned work within a semester's time may result in partial units in the course. The course teacher determines the number of units to be awarded in each course.

Springs awards traditional Carnegie units to students; those units will transfer to a traditional high school if the student chooses that option.

The ES/Teacher is responsible for documenting and evaluating learning, which shows progress towards the student standards. Students confer with the ES/Teacher to decide the most appropriate course, or body of work, for them in each growth area. High school students must complete all core course requirements as defined by the curriculum/instruction department subject specialists. Core courses include essential standards/concepts, key assignments, seminar discussions with highly qualified instructors and a final exam.

The ES/Teacher considers the appropriateness of the body of work in terms of the age and ability of the student. When awarding units, the ES/Teacher also considers the following:

- If this body of work were to be studied in a traditional classroom setting, would it warrant the amount of units being awarded? As an example, traditional high schools consider the material covered from the Civil War to present, as that necessary to receive 10 units in U.S. History.
- Students are expected to cover that same amount of time regardless of curriculum and method of instruction. When the student learns the expected amount of information they will have earned 10 units, regardless of the time required to learn the material.
- Students also allowed the freedom to diverge from texts or develop their own course of study. It is possible for a student to learn the same amount of material without depending on a traditional text.
- It is important to keep standards high when working outside the parameters of a published course of study. If there is any question about a course, please speak to an advisor/director or curriculum specialist at the beginning of the course or immediately after a problem arises due to insufficient work. Reporting these concerns in a timely matter is essential.

High School Credit Alert

In order for a student to be enrolled with Springs Charter School, they must be attempting a minimum of 20 units each semester. Most students take between 30 and 35 units each semester. Students may not exceed 40 attempted units in a semester without prior approval from school counselor or program director.

Students who are concurrently enrolled in community college courses may count each course as five attempted units towards the maximum required units (40). (ex: student takes 25 units through Springs and 2 community college courses to equal attempted units of 35). See concurrent enrollment information in this handbook.

Units: Students typically receive five units of credit for each semester of course work completed with a passing grade.

Repeated Units: Any course repeated beyond the maximum units allowed will not receive additional credit. However, if a student repeats a course to improve his/her grade, units will be given for the course with the higher grade.

Course Prerequisites: A course prerequisite is a prior qualifying condition, education experience, or level of performance which is used to predict the probability of success in the course. It does not in itself determine the probability of success in the course or eligibility for enrollment in a course. Counselors also use standardized test scores, past academic performance, teacher recommendation, and assessed motivation to place students in classes commensurate with their abilities, interests, and needs. See 2015-16 Master Course List for details.

Grades to Date Policy

New students who enroll at a Springs Charter School during mid-semester are encouraged to request Grades to Date (also known as check-out or withdrawal grades) from the previous school during the check-out process. Springs will accept Grades to Date from the previous school under the following conditions:

- **Option 1:** Grades to date will be accepted when the student continues in the same course/courses at Springs Charter that they were taking at the time of withdrawal from their previous school. Final semester grades will be determined by averaging the courses grade to date from the previous school with the Springs grade. Final semester grades are determined by the ES or teacher.

Example: The student transfers to Springs Charter in the middle of the semester point with a letter grade of "C" in English 10A. The student enrolls in English 10A at Springs Charter and completes all semester coursework with a grade of "B". The ES/Teacher will average the C and B grades to determine a final course grade of C+ or B- with 5 semester units earned.

- **Option 2:** The parent or student may request that the student be awarded the previous school's grade from the grade to date report with variable units based on an average of the student's actual attendance divided by the total of expected semester attendance as indicted on the previous school's records.

Example: The student transfers to Springs Charter at the mid semester point with a letter grade of "B" in Ceramics A. Based on the student's actual attendance of 38 days out of the school's semester expected attendance of 90 days, this student would receive a grade of "B" and 2 units for Ceramics A on their Springs transcript.

Process for documentation:

- Parents and students may present Grades to Date information at either the Intake enrollment meeting or to their ES or academy advisement staff at any time within the first semester of enrollment with Springs Charter.
- School staff will fax the Grades to Date report with completed grades to the guidance department staff with written instructions about how the grades to date will be used for the individual student.

Other clarification for accepting grades to date:

- Grades to date will only be accepted if there has been no more than a two week gap in missed work or attendance between the drop date from the previous school and the start date with Springs Charter.
- The parent or student must provide the written grade to date report from their previous school within the student's first semester of enrollment with Springs Charter. It is the parent and student's responsibility to provide the Grade to Date form to intake staff, their ES or program advisement staff.

Withdrawal Grades for Springs Charter Students: When a student withdraws or is removed from a class after the first four weeks of a semester, partial units will be awarded with a grade for the work done up to the point of withdrawal. Under Independent Study guidelines, students are awarded grades and units based on work completed. Springs high school students who withdraw from school during the semester are expected to be awarded all grades and full or partial units that have been earned up to the point of withdrawal. The ES or teacher of record is expected to post grades and units on the student's report card within a reasonable time frame of the student's departure in order that the receiving school can assign courses accurately. A copy of the report card should be provided to the student at the time of withdrawal, regardless of the circumstances for the student drop. Withdrawal grades will appear on the high school transcript and be sent to the new school as part of the cumulative file.

Incomplete and Pass/Fail Grades: Under Independent Study guidelines, students are to be awarded letter grades and units based on work completed. Springs does not award Incomplete or Pass/Fail grades.

“No Mark” Grades: All attempted courses must remain on the student's transcript, regardless of final grade and units earned. Attempted courses are defined as courses in which the student 1) was enrolled, 2) met with a teacher, and 3) received lessons assignments and/or instructional materials. In addition, if school staff claimed any portion of ADA (attendance) for the class, then the course must remain on the student's transcript. Students who do not complete sufficient work to earn at least 1 full unit of credit may have a grade of NM and zero units posted on the transcript.

Students or parent/guardians who are enrolled in, but did not attempt a specific course (see definition above) may have a course removed from the transcript by requesting that the ES, TOR or credentialed administrator or counselor by submission of a completed addendum to the Guidance Department.

The High school transcript is the official, permanent record of each high school students' academic accomplishments. Credentialed teachers are responsible to follow all Springs Charter school enrollment policies and teacher responsibilities as determined by administrative staff including principals, program directors, school administrators, governing board policies, and other requirements as written in the charter.

Grades: (per *Education Code* sections 49066 and 49070b) Credentialed teachers are responsible to determine and submit the final course grades and units. The grade given to a pupil by the teacher of the course (in the absence of clerical or mechanical error, bad faith, incompetency, or fraud) shall be final. Neither the local governing board nor superintendent or other administrative staff shall order a grade changed without first giving the teacher who has assigned the grade the opportunity to state orally or in writing the reasons for which the grade in question was given.

Exceptions: On rare occasion, other credentialed staff may determine courses, grades and unit assignments under the following conditions 1) when the teacher assigned to oversee the student's work is not available or no longer employed at Springs Charter school, 2) when the parent or student contests the course, grade or units assigned and a credentialed administrator reviews the entire body of student work or documented completion of lessons, grading policies, etc. or 3) by written school policy and 4) when a parent or student requests consideration of grades/units for non-traditional course work, such as: Withdrawal Grades for another school, CTE and other course certificates, independent study work completed under non-credentialed staff, parent designed transcripts, international transcripts, and college work completed outside of guidelines as stated in SCS written concurrent enrollment policies.

High School Transcripts from Previous Schools: The transcript technician may post high school courses, grades and units based on documentation from another high school's Official Transcript. It is the student/parent's responsibility to contact the previous school and request the Official Transcript to be sent to the transcript technician for posting to the student's Springs' transcript. All high school courses, grades and units must be posted as they appear on the previous school's transcript. Course titles may be changed to reflect Springs' course title equivalents (example English 1A at Murrieta High School may be posted as English I (P) A on the Springs' transcript (if the course is listed under the UC Regents approved courses for Murrieta High).

College Transcript submission: Springs policy allows for college level courses to be posted on the high school transcript once the transcript technician has received the Official Transcript from the college. College courses are posted at the written request of the student/parent and it is not required that all college courses be posted on the student's high school transcript. It is the student's responsibility to request the Official Transcript to be sent to the Transcript technician as well as to communicate in writing which courses should be posted on the student's SCS transcript. Communication by be done through the ES or academy site staff, but must be requested through email or other written format.

How to request a transcript: Transcripts can be requested by contacting the transcript technician at transcripts@springscs.org or call 951-252-8836. In order to process the request, she will need the student's full name, date of birth, and reason the transcripts are needed (college application, scholarship, concurrent enrollment, etc.).

Springs Charter School offers high school students the option to earn units for Driver Education & Training taken through private licensed driving schools. Students should discuss this course option with their academy teacher of record or their Homeschool ES prior to the semester that the course is taken. Springs can only award high school units for driver education and training courses taken during the months when school is in session.

The California Department of Motor Vehicles requires that all students under the age of 18 must take an education and training course prior to obtaining a driver's license. The course consists of a minimum of thirty hours of classroom instruction and at least six hours of behind the wheel training taught by a professional, certified instructor.

Once the student has completed all requirements of the driver training and education program, the school will issue official documentation of course completion required by the California DMV prior to issuing the student a Professional Driver's License.

Students who plan to take Driver Education and Training for high school credits must make their own arrangements with a certified driver training school.

FAQ for Springs Charter Students:

Q: Does Springs Charter provide or pay for a Driver's Education and Training Course?

A: Springs Charter has a number of approved vendors who offer Driver Education & Training courses. Homeschool families must use one of the approved vendors when using the student's instructional funds to pay for the course. Academy students may enroll in the driving school of their choice, at their own expense. Students should be advised that not all Driver Education programs are certified to instruct students under the age of 18, and do not submit the needed course completion certification required by the California DMV.

Q: The DMV referred me to my school for a course completion certificate? Who issues these?

A: Many comprehensive high schools offer Driver Education and Training from certified instructors. Because SCS does not offer certified instruction, students must go to the private driving school for course completion certification.

Q: How does Springs Charter award units for the high school transcript?

A: Students must make prior arrangements with their Homeschool ES or academy teacher of record in order to receive units for Driver Education and Training. Students must complete all classroom and behind the wheel instruction and pass the Professional License exam in order to receive the full five units for the course.

Graduation Verification Process

The ES/TOR will...

1. Post final grades/units in oasis
2. Complete the Student Check-Out Form to let student records know if all materials were returned.
3. Complete the electronic Graduation Verification Form on the Staff Resources section of the website

The Guidance department will....

4. School counselors will review and sign off on graduation forms and send written notification to student records for diploma's to be mailed home to students.

Participation in Graduation Ceremonies

Graduating seniors may participate in the Springs Charter Graduation Ceremonies if:

- The student has completed all graduation course & exam requirements.
- The student has completed all graduation course requirements.
- The student is within 5 units of completion of graduation course AND is enrolled in summer school.
- The student is in "good standing" in regards to citizenship and behavior. Participation in graduation ceremonies is a privilege. Students may be notified in writing as part of a disciplinary process that, although they will receive the diploma for completing all graduation courses & exam requirements, that the privilege to participate in graduation ceremonies has been withdrawn based on non-academic issues. In these cases, the parent may appeal the decision to the Program Director, Senior Director, and/or Director of Education.

Cap & Gown, Ceremony Participation and Diploma

Student Records will contact all potential graduates with information about how to order the Cap & Gown, graduation ceremony logistic information and request a small fee for the printing and framing of the student's diploma.

9th and 10th grade:

- Download and read the NCAA guide for the College-Bound Student-Athlete. www.NCAA.org
- Contact your school counselor to discuss eligibility and obtain the list of RSCS eligibility courses.
- Plan to graduate on time (in eight academic semesters). If you fall behind, use summer school sessions prior to graduation to catch up.
- Work hard to get the best grades possible. You must earn a minimum required grade-point average in all of your core courses. You must also earn a combined SAT or ACT sum score that matches your core-course grade-point average and test score sliding scale. (Requirements differ for Division I and Division II.)
- Take classes that match Springs Charter Schools' NCAA list of approved core courses.
- You can find the list of NCAA approved core courses for Springs Charter School at www.eligibilitycenter.org.

11th grade: Register with the NCAA eligibility center

- Begin your amateurism questionnaire
- Make sure you are still on track to meet core-course requirements (verify you have the correct number of core courses and that the core courses are on file with the NCAA eligibility center)
- After your junior year, request that your school counselor send a copy of your official transcript to the eligibility center. If you have attended any other high schools, make sure a transcript is sent to the eligibility center from each high school.
- Prior to registration for classes for your senior year, meet with your school counselor to determine the amount of core courses that you need to complete your senior year for eligibility
- Begin taking the ACT or SAT (qualifying test scores are required for NCAA eligibility), request test scores to be sent to the eligibility center

12th grade:

- Continue to get high grades in all courses
- Complete amateurism questionnaire and request final amateurism certification on or after April 1 if you are expecting to enroll in college in the fall semester (October 1 for spring semester enrollment.)
- Continue taking the ACT or SAT, request test scores to be sent to the eligibility center. The eligibility center will use the best scores from each section of the ACT or SAT
- Have your high school guidance counselor send a final transcript with proof of graduation to the eligibility center

Requesting a Work Permit

Students requesting a work permit or an entertainment permit should contact the Guidance Department at 951-252-8833. A determination of eligibility will be made based on the policy requirements listed below. Students requesting to earn High School credit toward graduation must also be enrolled in a Work Experience Education (WEE) course through Springs Charter School. Once the completed work permit packet has been received by the appropriate office, please allow 7-10 working days to process your work permit.

Student Responsibility:

- Springs' Work/Entertainment Permit Policy requires that students:
 - Maintain a 2.0 GPA as determined by the prior semester grades
 - Have no truancy or excessive absences
 - Maintain good citizenship
 - Are making adequate progress toward graduation
- Parents and students are expected to become familiar with federal and state laws and restrictions that apply to working minors.
- It is the responsibility of the student/parent to work with the Work Permit Coordinator or WEE coordinator/teacher to insure that all forms and information are accurate and complete.
- Students must complete all portions of the Work Permit Application.
- The student must re-apply for a new work permit yearly and when changing employers.

Enrollment in Work Experience Education (WEE) for High School Graduation credit:

- The WEE teacher/coordinator approves students for enrollment in WEE (EC § 51760).
- At the time of enrollment, students must be at least 16 years of age (EC § 51760.3(a) or be enrolled in grade 11 or higher (EC § 51760.3(a)(i)).
- WEE may be identified on the Individualized Education Program (EC § 51760.3(a) (4)).
- The WEE teacher/coordinator will collaborate with the student's assigned teacher of record to manage student enrollment, grades and participation in WEE. The WEE teacher/coordinator will also collaborate with the students' assigned counselor any time a student falls out of compliance with the policy listed above.

Work Permits as a Motivating Tool for Academic achievement

California law allows schools to establish their own policies regarding work permits. Because all working students under the age of 18 in the state of California are required to obtain a work permit in order to hold a job, the Work Permit can be a motivating tool for improving student achievement for high school students. Education specialists and site directors may place a student under probation warning when students fall below the school's Work Permit Policy guidelines listed above. However, only the Director of Guidance or WEE coordinator-teacher may revoke a student's Work Permit. The law requires that students are given a warning period and adequate time to remediate the policy violations established by the school. In addition, there must be a provision in the revocation process for the student to appeal the decision of the Director of Guidance or WEE coordinator-teacher.

Hours of Work

Springs students are expected to comply with the General Summary of Minors' Work Regulations found on page 2 of the Statement of Intent to Employ a Minor and Request for Work Permit. For purposes of clarification, all students at Springs are considered "in session" Monday through Friday, including Home Schooled and Independent Study Students. Springs students are limited to the daily maximum hours of work for their specific age group as outlined by state labor laws. While it is at the discretion of the school to determine whether a minor may obtain a work permit in order to be employed, it is the parent who is responsible to set appropriate boundaries for academic and work activities. While Springs supports a student's desire to work, academic success is the primary goal for all students. It is recommended that students work no more 24 hours per week in order to allow for adequate focus on academic performance.

The California High School Proficiency Exam (CHSPE)

Many Springs students and parents ask for advisement on whether or not their student should take the CHSPE exam. According to the CHSPE website passing the exam is considered a “legal equivalent of a high school diploma.” The exam consists of English-Language Arts and Mathematics. Although passing the exam is not equivalent to completion of high school course work, under California law state “all persons and institutions subject to California law are required to accept the certificate as evidence that the student has satisfied the (California) high school diploma requirement.” For minor children, the certificate in combination with parent/guardian permission exempts a minor from attending school. Student with CHSPE certificates may exit and reenter the California public school system until the age of 18 with no adverse consequences.

Parents and students considering exiting high school by means of the CHSPE are encouraged to discuss the student’s plans and options with a counselor. While the CHSPE is a great option for high school students who are well prepared for college level work, there are some considerations that should be explored. Not all students possess the social and developmental maturity for the college setting. Students applying to colleges outside the state of California have found that the CHSPE is not recognized as a diploma equivalent in the same context as the GED. In addition, students who leave school and re-enroll after a period of absence may experience difficulties in meeting the school’s course and units requirements for obtaining the high school diploma by the student’s expected graduation date. Parents are advised to explore all options to insure that their student’s goals are realized.

California Compulsory Education: All persons under 18 years of age who have not graduated from high school or passed the California High School Proficiency Exam (CHSPE) are required by state law to attend school. Students are required to be enrolled full time and taking courses towards successful completion of graduation requirements, including all courses and exams. All students must have at least 20 units and not more than 40 units per semester.

High school students, who are under the age of 18 and have successfully passed the CHSPE, may elect to remain enrolled in high school without penalty.

GED Foundation Courses

Older high school students with significant credit deficiencies and students whose stated goal is to take the GED when they turn 18 years of age may be interested in this opportunity.

High School Course Checklist for GED Foundations: A transcript review should include the following courses. If there are gaps in these areas, it is recommended that students be enrolled in:

- English I (P) and English II (P) - Courses with focused instruction on sentence structure, organization, usage, mechanics, business, informational, and instructional publications
- English I (P) and English II (P) - Courses with focused instruction on essay writing that includes: well focused main points, clear organization, and specific development of ideas, and the demonstration of the writers control of sentence structure, punctuation, grammar, word choice, and spelling
- English II (P) and English III (P) – Courses with focused instruction on the student’s ability to read and understand text that is found in a traditional high school level classroom setting
- Earth Science (P) – Course with focused instruction on understanding, interpreting and applying science concepts to visual and written text. Includes recycling and pollution standards from National Science Education Content Standards
- Biology (P) – Course with focused instruction from National Science Education Content Standards including heredity, science’s application to everyday life, and the student’s ability to interpreted tables, graphs, charts, diagrams and written text
- World History w/Geography (P)
- US History w/Geography (P)
- Economics (P) – Course that includes practical documents such as tax forms, workplace and personal budgets
- American Government (P) – Course that includes passages from documents such as the Declaration of Independence and US Supreme Court decisions. Also includes voter registration forms, global warming and environmental law
- High school math sequence of courses – Some portions of the test do not allow students the use of a calculator – focused instruction is on number operations, algebra, geometry, and probability and statistics



Special Interest



Performing Arts



Science



History



Math

Field Trip Date

Field Trip Name

Registration
Opens

Registration
Closes

Student
Cost

SEPTEMBER 2017

| | | | | |
|----------------|--|------------|-------------|--------|
| Wednesday, 6th | DISCOVERY SCIENCE CENTER ~ Santa Ana | August 1st | August 29th | \$17 |
| Friday, 8th | L.A. COUNTY FAIR FAIRKIDS | August 1st | August 29th | \$0.01 |
| Monday, 11th | USS MIDWAY | August 1st | August 29th | \$11 |
| Friday, 15th | Meet Benjamin Franklin and The Constitution ~ I.P.M. | August 1st | August 29th | \$21 |
| Thursday, 28th | Ontario Reign Education Day | August 1st | August 29th | \$15 |
| Friday, 29th | Pumpkin Patch and Veggie Farm | August 1st | August 29th | \$19 |

OCTOBER 2017

| | | | | |
|------------------------|---|--------------------|----------------|--------|
| Tues.- Fri., 3rd-6th | San Diego Safari Park ~ Escondido | August 1st | September 15th | \$0.01 |
| Monday, 9th | Californian Challenge | August 1st | September 15th | \$55 |
| Weds., 11th | La Brea Tar Pits | August 15th | September 15th | \$0.01 |
| Friday, 13th | Roald Dahl's The Witches | NEW August 15th | September 15th | \$13 |
| Tuesday, 17th | Natural History Museum of Los Angeles | August 15th | October 1st | \$0.01 |
| Thurs., 19th | 1001 Symphonic Tales: The MAGIC of Scheherazade | NEW August 15th | September 15th | \$10 |
| Friday, 20th | The Addam's Family ~ RCC | NEW August 15th | September 15th | \$13 |
| Weds. 25th & Fri. 27th | Sea Star Ocean Classroom | August 1st | October 1st | \$43 |

NOVEMBER 2017

| | | | | |
|----------------|---|------------------|--------------|------|
| Wednesday, 1st | Tuck Everlasting The Musical ~ S.D. Jr. Theater | NEW Sept. 1st | October 1st | \$12 |
| Tuesday, 2nd | Kumeyaay-Ipai Interactive Center ~ Poway | NEW Sept. 1st | October 15th | \$9 |
| Wednesday, 3rd | People of the Earth ~ Hidden Valley Nature Center | Sept. 1st | October 1st | \$10 |
| Wednesday, 8th | Frontier Cabin Adventure ~ Riley's APPLE Farm | NEW Sept. 1st | October 15th | \$22 |
| Thursday, 9th | A Christmas Story— CAT Corona | NEW Sept. 1st | October 15th | \$13 |
| Thursday, 16th | Journey to OZ ~ Segerstrom | NEW Sept. 1st | October 15th | \$13 |
| Monday, 27th | Mission San Luis Rey | Sept. 1st | October 15th | \$9 |
| Tuesday, 28th | Children's Discovery Museum of the Desert | Sept. 1st | October 15th | \$14 |

| Field Trip Date | Field Trip Name | | Registration Opens | Registration Closes | Student Cost |
|-----------------------------|--------------------------------------|------------------|--------------------|---------------------|--------------|
| <u>December 2017</u> | | | | | |
| Friday, 1st | Indoor Ice Skating | TENTATIVE | October 1st | Nov. 4th | \$18 |
| Monday, 4th | Mtn. High Winter Sports | | October 1st | Nov. 4th | TBD |
| Thursday, 7th | The Nutcracker ~ The Barclay Theater | | October 1st | Nov. 15th | \$17 |
| Friday, 8th | Knott's Christmas | | October 1st | Nov. 15th | \$24 |
| Wednesday, 13th | The Western Science Center | | October 1st | Nov. 15th | \$13 |

| | | | | | |
|----------------------------|--|-----------------------------|--------------|-----------|---------|
| <u>January 2018</u> | | | | | |
| Thursday, 10th | Disney YES | TENTATIVE | November 1st | Dec. 15th | TBD |
| Friday, 12th | La Brea Tar Pits | | November 1st | Dec. 15th | \$0.01 |
| Wednesday, 17th | The Magic Tree House ~ Pirates Past Noon | S.D. Jr. Theater NEW | November 1st | Dec. 15th | \$12 |
| Tuesday, 23rd | Rock On! Geology ~ HVNC | | November 1st | Dec. 15th | \$10 |
| Wednesday, 24th | Gold Rush Adventure ~ Riley's Farm | | November 1st | Dec. 15th | \$21 |
| Tuesday, 30th | Palm Springs Aerial Tramway | | November 1st | Jan. 15th | \$15.50 |

Venues, Programs, Dates, and Pricing are all Subject to Change

- ◆ **NOTE:** Only the student designated to their IF account can use those funds to register for a field trip. Any duplicate orders for the same field trip on one student's account will not be allowed. Anyone other than the student using their IF account to register for a field trip must be registered using PayPal.

How To View Field Trip Flyers and News & Announcements:

Go to [Springscharterschools.org](http://springscharterschools.org)
 Select Our Programs; Homeschool—All Counties (K-12)
 Select Field Trips
 Click on the "2017-18 Field Trips" link.
 Click on the field trip you are wanting to view to see the informational flyer.
 At bottom of each flier there is a link to register that will take you to the BookMart registration page.
<http://springscharterschools.org/programs/homeschool/homeschool-k-12/field-trips/>

How To Register:

PLEASE CHECK BOTH PURCHASING OPTIONS FOR TICKET AVAILABILITY PRIOR TO REGISTERING.
 Go to [Springscharterschools.org](http://springscharterschools.org)
 Select Our Programs; Homeschool—All Counties (K-12_
 Select BookMart/Akados
 Click on the "Please click here to get to BookMart" link.
 Once on the BookMart page, select Field Trips in the upper right corner.
 View the video tutorial for assistance on how to register.
<http://bookmart.springscs.org/index.php/field-trips>

How To Cancel:

To cancel a field trip registration, you must forward your email registration confirmation that you received at the time you registered from SCS OPS and/or PAYPAL to field.trips@springscs.org along with a detailed message of what you want canceled.

ALL cancellation requests must be received prior to the deadline date and time indicated on the flier. NO REFUNDS will be processed after the deadline date and time. **NO EXCEPTIONS.**

Please contact Kathy Crudo, Field Trip Coordinator at field.trips@springscs.org with any field trip inquiries.



11th Grade Integrated Sequence

Courses Integrated:

English 3

US History

Environmental Science

Digital Communications

This integrated sequence is segmented into 5 sessions per semester. The first session lasts 4 weeks, while all other sessions last 3 weeks. Many sessions afford students choice in lens through which to view their study of the selected standards.

ENGLISH 3 I CAN/Standard Correlation

| Springs I CAN | State Standard |
|---|---|
| 11-12.1 I CAN demonstrate knowledge of eighteenth, nineteenth and early twentieth century foundational works of American literature, including how two or more texts from the same time period treat similar themes or topics. | 11-12.RL.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. |
| 11-12.2 I CAN cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | 11-12.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| 11-12.3 I CAN determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. | 11-12.RI.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |
| 11-12.4 I CAN write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. | 11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, texts, using valid reasoning and relevant and sufficient evidence. |
| 11-12.5 I CAN gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. | 11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes. CA |
| 11-12.6 I CAN integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem. | 11-12.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| 11-12.7 I CAN write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. | 11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |
| 11-12.8 I CAN determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) | 11-12.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) |
| 11-12.9 I CAN determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. | 11-12.RI.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. |
| 11-12.10 I CAN Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. | 11-12.RI.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. |

| ENGLISH 3 – Semester 1 | | |
|------------------------|--|---|
| Session 1 | I CAN!s: 11-12.2 , 11-12.3 <u>The Crucible</u> Key Assignment #1: Essay identifying 2 social influences of the time, citing textual examples. | |
| Session 2 | Time Traveler Short Story: “Sound of Thunder” Ray Bradbury | Terraforming Mars Short Story: “Dark They Were and Golden Eyed” Ray Bradbury |
| | I CAN!s: 11-12.2 , 11-12.3 Key Assignment #2: Essay identifying main ideas citing strong textual support. | |
| Session 3 | Vanished | Into the Deep |
| | I CAN!s: 11-12.4 , 11-12.5, 11-12.6 Research Paper | |
| Session 4 | Original Gangster Al Capone case study Machine Gun Kelly case study | Cinema Film Influence article Formative Role of Film article |
| | I CAN! 11-12.7 Key Assignment #3: Explanatory Essay | |
| Session 5 | RnB Poem features Ragtime article Blues as poetry article “Song of Myself” Walt Whitman | Ball Game Poem features Poetry and Harlem Renaissance article <u>The Natural</u> excerpt Blues as poetry article “Song of Myself” Walt Whitman |
| | I CAN! 11-12.8 | |
| ENGLISH 3 – Semester 2 | | |
| Session 1 | Technology of War Albert Einstein article Atomic Bomb memorandum <u>Hiroshima Diary</u> excerpt Manhattan Project article Roosevelt’s Pearl Harbor Address Truman’s Hiroshima Speech Hiroshima <u>LA Times</u> article FDR’s Four Freedoms speech | Angels of the Battlefield Army Nurse Corp article Reba White articles Truman’s Hiroshima Speech Persuasive Letter writing Aleda Lutz article <u>Hiroshima Diary</u> excerpt Rosie the Riveter article Albert Einstein article Navajo Code article |
| | I CAN!s: 11-12.1, 11-12.6, 11-12.9 | |
| Session 2 | Stormchaser | CSI |
| | I CAN!s: 11-12.2, 11-12.4, 11-12.10 Key Assignment #4: Take a Stand Essay | |
| Session 3 | I CAN!s: 11-12.1, 11-12.9 <u>House on Mango Street</u> <u>Take the Tortillas out of your Poetry</u> Key Assignment #5: Author’s Purpose Analysis | |
| Session 4 | Together We Stand <u>A Lesson Before Dying</u> | Herstory <u>The Help</u> |
| | I CAN!s: 11-12.1, 11-12.5, 11-12.6, 11-12.7 Key Assignment #6 Research Topic | |
| Session 5 | Farming the Future The Pleasures of Eating article Cheddar Goldfish article Food Waste, Marketing articles | Change the World Water Pollution articles Air Pollution articles Flint, MI Water article |
| | I CAN!s: 11-12.2, 11-12.3, 11-12.4 , 11-12.9 | |

US HISTORY I CAN/Standard Correlation

| Springs I CAN | State Standard |
|--|---|
| 11.1 I CAN analyze the rise of democratic ideals, as expressed in the Declaration of Independence, the significant events surrounding the founding of the nation through the end of Reconstruction and America's attempts to realize those ideals | 11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence. |
| 11.2 I CAN analyze the relationship between the rise of industrialization, urbanization, and immigration and its impact on political, social, and economic development. | 11.2 Students analyze the relationship among the rise of industrialization, largescale rural-to-urban migration, and massive immigration from Southern and Eastern Europe. |
| 11.3 I CAN evaluate the rise of the United States as a world power in the twentieth century. | 11.4 Students trace the rise of the United States to its role as a world power in the twentieth century. |
| 11.4 I CAN analyze the major political, social, economic, technological, and cultural developments of the 1920's. | 11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s. |
| 11.5 I CAN specify the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of government. | 11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government. |
| 11.6 I CAN evaluate the American participation in World War II. | 11.7 Students analyze America's participation in World War II. |
| 11.7 I CAN examine the economic boom and social transformations of 1950s America. | 11.8 Students analyze the economic boom and social transformation of post–World War II America. |
| 11.8 I CAN analyze United States foreign policy since World War II. | 11.9 Students analyze U.S. foreign policy since World War II. |
| 11.9 I CAN research and determine the impact of the Civil Rights Movement of the 1950s and 1960s. | 11.10 Students analyze the development of federal civil rights and voting rights. |
| 11.10 I CAN describe the United States global foreign policy to include the end of the cold war and the Middle East. | 11.11 Students analyze the major social problems and domestic policy issues in contemporary American society. |

| US HISTORY – Semester 1 | | |
|-------------------------|--|--|
| Session 1 | I CAN!s: 11.1 Ideas of Plato, Aristotle, and Roman Law / Common Sense / Declaration of Independence Magna Carta / English Bill of Rights / American Civil War / Jim Crow Laws / Industrial Revolution / The Gilded Age | |
| Session 2 | I CAN!s: 11.1, 11.2 National Parks / Immigration / Progressive Era / Wounded Knee Massacre / Andrew Carnegie / Ellis Island / Migration & Urbanization Key Assignment #1: Jim Crow laws | |
| Session 3 | I CAN!s: 11.2, 11.3 Spanish American War / World War I / The League of Nations / Wilson’s 14 Points Key Assignment #2: Immigrant Narrative | |
| Session 4 | Original Gangster Mafia and Prohibition Women’s Suffrage The Red Scare The Great Depression | Cinema Mafia and Prohibition Automobile and Radio The Great Depression |
| | I CAN!: 11.4 Key Assignment #3: Mafia and Prohibition Project | |
| Session 5 | RnB Social Change in the 20’s The Great Depression Music of the 30’s Blues/Folk Music New Deal | Ball Game Social Change in the 20’s The Great Depression Baseball Origins New Deal |
| | I CAN! 11.5 | |
| US HISTORY – Semester 2 | | |
| Session 1 | Technology of War WWII Dictators WWII Science and Technology Hitler Winston Churchill Weapons of WW II WW II Veterans | Angels of the Battlefield Women’s Army Corps WWII Dictators Army Nurse Corps African American Nurses Winston Churchill USAAF Flight Nurses WWII Influence on Nursing |
| | I CAN!: 11.6 Key Assignment #4 – Atomic Bomb debate | |
| Session 2 | I CAN!: 11.7 Post War America / Post War Presidential Power and Actions/ Taft-Hartley Act / WWII Immigration Effects / Eisenhower / Interstates / Suburbs / Consumerism | |
| Session 3 | I CAN!: 11.8 Cold War / Cuban Missile Crisis / Fidel Castro / Spies, Missions, Satellites / Vietnam War | |
| Session 4 | Together We Stand Slavery and Emancipation Color of Justice Martin Luther King Jr. Non-Violent Means Malcolm X Voting Rights Act 1965 | Herstory Women’s Movement Women Factory Workers Segregation of Women Women’s Suffrage WWII impact on women Reproductive Rights Selective Service Act |
| | I CAN!: 11.9 | |
| Session 5 | I CAN!s: 11.10 Immigration / Watergate / EPA / Poverty / Migration | |

Environmental Science I CAN/Standard Correlation

| Springs I CAN | State Standard |
|--|--|
| 11.1 I CAN explain the importance of environmental policy and describe different methods for identifying | HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts. |
| 11.2 I CAN describe the structure of an ecosystem (including the interrelationships between organisms) and determine possible causes | HS-LS2-6. Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. |
| 11.3 I CAN describe the major biomes of Earth and analyze the impact of human involvement and disruption of these biomes. | HS-LS4-5. Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species. |
| 11.4 I CAN explain the importance of biodiversity and list the major causes of biodiversity loss, including human impact. | HS-LS4-6. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.* |
| 11.5 I CAN use the scientific process to problem solve and develop the steps of a science or engineering experiment. | HS-ETS1-2. Design a solution to a complex real world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. |
| 11.6 I CAN explain the effect of human influences on water supply and describe possible solutions for reducing water pollution. | HS-ESS3-4. Evaluate or refine a technological solution that reduces impacts of human activities on natural systems. |
| 11.7 I CAN explain the effect of human influences on the atmosphere and explain possible causes of Climate Change. | HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. |
| 11.8 I CAN identify nonrenewable resources and describe the most common methods of mining and their environmental consequences. | HS-ESS3-3. Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity. |
| 11.9 I CAN identify renewable resources and compare their advantages and disadvantages. | HS-ESS3-1. Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity. |
| 11.10 I CAN identify the negative impacts of humans on the environment and explain how citizens can affect environmental policy at different levels of government (local, state, and national). | HS-ESS3-6. Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity. |

| ENVIRONMENTAL SCIENCE – Semester 1 | | |
|------------------------------------|---|--|
| Session 1 | I CAN!s: 11.1, 11.2 Statistics / Sample Size / Ecosphere / Water / Ecology / Co-evolution Key Assignment #1: Environmental Policy Performance Task | |
| Session 2 | Time Traveler Ecosystems Environmental Disasters Ecosystem vs. Economy Environmental Dangers Environmental Cycles Extinction Future Consequences | Terraforming Mars Mars Environment Ecosystems Green houses Water Management Essentials for Life Resource Conservation |
| | I CAN!: 11.2 | |
| Session 3 | Vanished Biomes Biodiversity Deforestation Endangered Species | Into the Deep Biomes Biodiversity Deforestation Endangered Ocean Species |
| | I CAN! 11.3 Key Assignment #2: Biome Project | |
| Session 4 | I CAN! 11.4 Ecosystems / Populations / Population Distribution / Biodiversity Advantages Key Assignment #3: Experimental Design Key Assignment #3: Experimental Design | |
| Session 5 | I CAN! 11.5 Experimental Design | |
| ENVIRONMENTAL SCIENCE– Semester 2 | | |
| Session 1 | I CAN!: 11.6 Water Supply / Water Pollution / Pollution and Wildlife / Polluted Rainfall / | |
| Session 2 | Storm Chaser Human Influences on Atmosphere Climate Change Causes Hurricane Katrina Tsunami 2011 Global Warming | Climate Scene Investigation Human Influences on Atmosphere Climate Change Causes Evidence of Past Climates Climate/Landform Connections Global Warming |
| | I CAN!: 11.7 | |
| Session 3 | I CAN!: 11.8 Mining / Fossil Fuels / Petroleum / Waste Management / Reduce-Reuse-Recycle | |
| Session 4 | I CAN!: 11.9 Nuclear Power / Home Efficiency / Hydro-Power | |
| Session 5 | Farming the Future Food Waste GMO Urban Gardens Sustainability Energy Sources - Conservation | Change the World Human Environment Impact Ecological Footprint EPA Water Conservation – Cleanliness Energy Sources - Conservation |
| | I CAN!: 11.10 | |

Digital Communications I CAN/Standard Correlation

| Springs I CAN | State Standard |
|---|---|
| 11.1 I Can initiate and participate in collaborative discussions (one-on-one, in groups, and teacher-led) on grades 11-12 topics, texts, and issues, building on others' ideas and expressing my own ideas clearly and persuasively. | CCSS.ELA-SL.11-12.1 I Can initiate and participate in collaborative discussions (one-on-one, in groups, and teacher-led) on grades 11-12 topics, texts, and issues, building on others' ideas and expressing my own ideas clearly and persuasively. |
| 11.2 I Can come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. | CCSS.ELA-SL.11-12.1.A I Can come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| 11.3 I Can work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. | CCSS.ELA-SL.11-12.1.B I Can work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| 11.4 I Can propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. | CCSS.ELA-SL.11-12.1.C I Can propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| 11.5 I Can respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. | CCSS.ELA-SL.11-12.1.D I Can respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| 11.6 I Can integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. | CCSS.ELA-SL.11-12.2 I Can integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. |
| 11.7 I Can evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. | CCSS.ELA-SL.11-12.3 I Can evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used |
| 11.8 I Can present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. | CCSS.ELA-SL.11-12.4 I Can present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |
| 11.9 I Can make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | CCSS.ELA-SL.11-12.5 I Can make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |
| 11.10 I Can adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. | CCSS.ELA-SL.11-12.6 I Can adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. |

| DIGITAL COMMUNICATIONS– Semester 1 | | |
|-------------------------------------|---|---|
| Session 1 | I CAN!s: 11.1, 11.2, 11.3 Social Media Precautions / Storytelling Strengths and Power | |
| Session 2 | Time Traveler I CAN! 7 A Sound of Thunder I CAN! 6 Culture Recreation Honey Bee Devastation Be Extraordinary Pebble in the Water | Terraforming Mars I CAN! 7 The Martian Dark They were and Golden Eyed I CAN! 6 Mars Environment I CAN! 2 Rhetorical Analysis |
| | I CAN!: 11.1, 11.2, 11.3, 11.9 Propaganda / Visual Language | |
| Session 3 | Vanished I CAN! 5 Why Save Animals? Save Which Species? Opposing views I CAN! 9 Persuasive Video | Into the Deep I CAN! 5 Why Save Animals? Save Which Species? Opposing views I CAN! 9 Persuasive Video |
| | I CAN!: 11.1, 11.2, 11.3, 11.9 Visual Metaphor / Cinematic Rules | |
| Session 4 | Original Gangster I CAN! 6 Unruly 20’s Automobile & Radio I CAN! 1 Prohibition I CAN! 5 Dark and Bright Side of 20’s | Cinema I CAN! 6 Sound for Silent Movies The Right Sound for Silent Movies Automobile and Radio Academy Award Controversy I CAN! 5 Movie Ratings I CAN! 4 The Talkies |
| | I CAN!: 11.1, 11.2, 11.3, 11.9 Lighting / Interview Planning | |
| Session 5 | RnB I CAN! 6 Note taking Music as Escape Communication Skills I CAN! 8 Jobs in Sports | Ball Game I CAN! 6 Note taking Music as Escape Communication Skills I CAN! 8 Jobs in Sports |
| | I CAN!: 11.1, 11.2, 11.3, 11.9 Light Sources / Interview Reflection | |
| DIGITAL COMMUNICATIONS – Semester 2 | | |
| Session 1 | I CAN!: 11.1, 11.2, 11.3, 11.8, 11.9 Story Pieces / Camera Angles | |
| Session 2 | Storm Chaser I CAN! 8 Hurricane Katrina Tsunami 2011 Global Warming | Climate Scene Investigation I CAN! 8 Past Climates Landform Connections Global Warming |
| | I CAN!: 11.1, 11.2, 11.3, 11.8, 11.9, 11.10 Story Boards / Visual Storytelling | |
| Session 3 | I CAN!: 11.1, 11.2, 11.3, 11.8, 11.9, 11.10 Filming / Seize the Right Moment / Intro to Editing | |
| Session 4 | Together We Stand I CAN! 8 Letter to the Editor Introducing Evidence I CAN! 9 Slide Design Civil Rights CD I CAN! 7 Opinion Polls | Herstory I CAN! 6 Juliette Morgan PSA I CAN! 8 Letter to the Editor Introducing Evidence I CAN! 9 Slide Design Herstory CD |
| | I CAN!: 11.1, 11.2, 11.3, 11.8, 11.9, 11.10 Film Editing / Scene Splicing | |

| | | |
|-----------|---|--|
| Session 5 | Farming the Future I CAN! 9 Fakebook I CAN! 10 Energy Policy Video | Change the World I CAN! 9 Pollution Slide Presentation Renewable Resource Web Page I CAN! 8 Flint, MI Newspaper Article Renewable Energy Letter to Editor |
| | I CAN!: 11.1, 11.2, 11.3, 11.8, 11.9, 11.10 Video Introduction for Colleges | |

11th Grade Course Schedule

| | | Semester A | | | | | | | | | | | | | | | | | | units | |
|----------------|---|----------------------------|-----------------|--------|--------|--|--------|--------|----------------------------------|--------|--|---|--------|--------|------------------------|--|--|-----------------|------------------|-------|--|
| Weeks | | 1 | Session 1 | | | Session 2 | | | Session 3 | | | Session 4 | | | Session 5 | | | | | | |
| Session Topics | US History I Cans | Intro/Portfolio Sample Due | US foundation | | | industry/immigration | | | Rise to Power | | | 1920s | | | Depression/New Deal | | | Review / Finals | 5 5 5 5 | | |
| | environmental sci. | | policy & issues | | | ecosystems | | | biomes | | | biodiversity | | | sci. process | | | | | | |
| | literature | | The Crucible | | | Short Stories/ articles | | | articles/ primary resources | | | non-fiction/ History of Movie Making | | | excerpts/ poetry | | | | | | |
| | Key Assignments Due (3 per course, per term) | | Env#1 | Com #1 | ENG #1 | ENG #2 | HST #1 | ENV #2 | Com #2 | HST #2 | | Com #3 | ENG #3 | HST #3 | ENV #3 | | | | | | |
| Course Titles | US History | | core | | | core | | | core | | | | | | | | | | | | |
| | Environmental Science | | core | | | Time Traveler or Terraforming Mars | | | Vanished! or Into the Deep | | | core | | | core | | | | | | |
| | ENGLISH 3 | | core | | | | | | | | | Original Gangster or Early Cinema | | | Ball Game or RnB | | | | | | |
| | Communications | | core | | | core | | | core | | | core | | | core | | | | | | |
| | Math | | | | | | | | | | | | | | | | | | | | |
| | Foreign Lang | | | | | | | | | | | | | | | | | | | | |
| | Physics | | | | | | | | | | | | | | | | | | | | |

| COLOR KEY |
|---|
| Light Blue = Core Class (Integrated) |
| Dark Blue = Course Not Integrated |
| Green = Sci Elective |
| Yellow = Hum Elective |
| Pink = Intro/Portfolio Sample Due |

| Key Assignments |
|-----------------------|
| US History |
| Environmental Science |
| English 3 |
| Communications |

| | | Semester B | | | | | | | | | | | | | | | | | | units | |
|----------------|--|----------------------------|---|--------|--------|------------------------|--------|--------|---|--------|--|--------------------------------|--------|--------|--|--------|--|-----------------|---|-------|--|
| Weeks | | 1 | Session 1 | | | Session 2 | | | Session 3 | | | Session 4 | | | Session 5 | | | | | | |
| Session Topics | US History I Cans | Intro/Portfolio Sample Due | WWII | | | 1950s | | | US Foreign Policy | | | Civil Rights | | | Cold War/Mid. East | | | Review / Finals | 5 | | |
| | environmental sci. | | water supply | | | atmosphere | | | nonrenew. resources | | | renewable resources | | | Sustainable Future | | | | | | |
| | literature | | Primary Sources and First-Hand Accounts | | | TBD | | | House on Mango Street & "Take the Tortillas Out of Your Poetry" | | | A Lesson in Dying or The Help | | | TBD | | | | | | |
| | Key Assignments Due (3 per course, per term) | | ENV #4 | HST #4 | Com #4 | Com #5 | ENG #4 | ENV #5 | HST #5 | ENG #5 | | HST #6 | ENV #6 | ENG #6 | | Com #6 | | | | | |
| Course Titles | US History | | | | | core | | | core | | | | | | core | | | | | 5 | |
| | Environmental Science | | core | | | Extreme Weather or CSI | | | core | | | core | | | Farming the Future or Change the World | | | | | 5 | |
| | ENGLISH 3 | | Tech of War or Angels of the | | | | | | core | | | Together We Stand or Her story | | | | | | | | 5 | |
| | Communications | | core | | | | | | core | | | core | | | | | | | | core | |
| | Math | | | | | | | | | | | | | | | | | | | | |
| | Foreign Lang | | | | | | | | | | | | | | | | | | | | |
| | Physics | | | | | | | | | | | | | | | | | | | | |

11th Grade Integrated Elective Selections – 1st Semester

Course Descriptions

| Select One | Course Title | Science A, Weeks 5-7 | Books to Order |
|------------|--------------------------|---|----------------|
| | Time Traveler | Step inside the Tardis to visit the past. How have ecosystems changed over the years? Why did the dinosaurs go extinct? Should they stay extinct? What if something you did during your temporal visit changed the future? Could something as small as bringing back a butterfly drastically change the future? What are we doing now that helps or hurts flora and fauna? | NA |
| | Terraforming Mars | You've been chosen to lead the first expedition to Mars and create a livable space station during your stay. Using what you know about Earth's ecosystems, which one would work best on Mars? How will you recreate an ecosystem in order to grow food and produce oxygen? What does finding water on Mars mean for the future of space travel? Will we ever live on Mars in an ecosystem that supports human life? | NA |

| Select One | Course Title | Science B, Weeks 8-10 | Books to Order |
|------------|--|---|----------------|
| | Vanished: Endangered Animals | In this course you will learn about some of Earth's most endangered species. What are these animals and why are they disappearing so quickly? Explore how the vast range of different plant and animal life known as Biodiversity contributes to human life, and in turn, how the use and misuse of these resources is affecting the earth's ecosystems. What is the responsibility of the individual to help conserve biodiversity, how are those responsibilities being fulfilled, and what more can we do? | NA |
| | Into the Deep | Snorkel your way through Earth's undiscovered country... the ocean. Come explore the Deep Blue Sea and all it's wonder. What discoveries are being made by deep sea divers? What is being done to save marine life? Learn about marine taxonomy, ecosystems, and ecological relationships between humans and life in the sea. | NA |

| Select One | Course Title | Humanities A, Weeks 11-13 | Books to Order |
|------------|--------------------------|---|--|
| | Original Gangster | Tommy guns. Pin stripe suits. The Italian Mafia. Prohibition. The year is 1929. The place, Chicago. You've been tasked to bring down Al Capone and his gang, but despite charging him with money-laundering, murder, extortion, and bootlegging, nothing sticks. Can you help the flatfoots bring him down? Warning: This course contains some graphic images of gangster killings. | NA |
| | Cinema | Come investigate the story of movie making and the silver screen. How were movies first made? How have they changed? Movies are a time-capsule from the past; they hold clues to the art, politics, fashion, technology, and culture of the times. Unlock the secrets of the early 20th century, and create your own movie through the magic of cinema. | <i>American Cinema of the 1920s: Themes & Variations</i> |

| Select One | Course Title | Humanities B, Weeks 14-16 | Books to Order |
|------------|------------------|--|----------------|
| | Ball Game | Baseball... the great <i>American</i> pastime. But, the game actually started hundreds of years earlier in England. Early games involved a ball that was thrown at a target (whatever was at hand) while an opponent defended the target by trying to hit the ball away. If he did, he could score points by running between bases while fielders would retrieve the ball to get the runner out. American Baseball became popular in the 1920s and 1930s. Why was it so popular? And, how has the game changed? Find out in <i>Ball Game</i> . | NA |
| | RnB | Where did rock music come from? What will it sound like in the future? How did we go from Beethoven to 21 Pilots? Learn about the progression from Classical and Jazz to Blues and Rock and Roll in the early 1900s. Then create your own music. | NA |

11th Grade Integrated Elective Selections – 2nd Semester

Course Descriptions

| Select One | Course Title | Humanities C, Weeks 2-4 | Books to Order |
|------------|----------------------------------|---|----------------|
| | Technology of War | Numerous new inventions emerged during World War II. These include advances in rocketry, pioneered by Nazi Germany. Other advances included the use of penicillin, radar, small arms, jet fighters and eventually the atomic bomb. Warning: This course contains some graphic images of WWII. | NA |
| | Angels of the Battlefield | The Army Nurse Corp of WWII, or Angels of the Battlefield as they were commonly referred to, helped mold and create the future of medicine in the battlefield. They were young women, literally the girls next door who found themselves to be strong, courageous and smart in the face of adversity. They routinely saved lives and worked tirelessly, often in life threatening situations. Warning: This course contains some graphic images of WWII. | NA |

| Select One | Course Title | Science C, Weeks 5-7 | Books to Order |
|------------|---|--|----------------|
| | Storm Chaser | Be a Stormchaser! The Japanese Tsunami of 2011, record flooding in Texas, the devastating earthquake in Haiti. Are these disasters becoming more common? Do humans contribute to these events? Is there something we can do to help? Find out how storm chasers and other professionals track these events and how they use the information to try to predict the future. | NA |
| | CSI: Climate Scene Investigation | What is the benefit for the study of ice cores, volcanic ash or floods? Do they prove global warming and climate change is occurring? Is there sufficient evidence to claim a human role for these changes? Does uncovering Pompeii, analyzing soil layers, melting ice, and old mines allow us to determine past weather events and compare the changes? These are some of the few areas we will investigate in this course. You will also determine if there is anything we can do to positively contribute to what many believe is a growing problem. | NA |

| Select One | Course Title | Humanities D, Weeks 11-13 | Books to Order |
|------------|--------------------------|--|------------------------------|
| | Together We Stand | In this course we will examine the events leading up to and including the Civil Rights movement of the 1950s and 60s. Using the award-winning novel, <i>A Lesson Before Dying</i> , we will explore civil rights issues that we continue to grapple with today, such as: What is oppression and what are the root causes? Do we have choices concerning fairness or justice? When should an individual take a stand against what he/she believes to be an injustice, and what are the most effective ways to do this? | <i>A Lesson Before Dying</i> |
| | Herstory | For centuries women have been battling for the equal treatment promised in the Declaration of Independence. Nearly 50 years after the U.S. constitution freed slaves and gave them voting rights, women across the country were still waiting for this same privilege. This module is about those women! It tells "her story" and the roads these heroes paved to earn equality for ALL Americans. It shows the strength of women as daughters, wives, mothers, advocates, and leaders, and retraces their steps to show today's youth the power of women. | <i>The Help</i> |

| Select One | Course Title | Science D, Weeks 14-16 | Books to Order |
|------------|---------------------------|---|----------------|
| | Farming the Future | Responsibility! We hear this repeatedly throughout our lives. Save energy! Eat healthy! Can we make a significant difference in our world and help the next generation? In this course we will examine current trends in the manufacturing of food. You will see how easily you can make a difference by becoming aware and choosing to make minor changes. As you examine foods, we will also expand our knowledge on the renewable energy and the goals our country has to become more energy efficient. | NA |
| | Change the World | WWII, Chernobyl Ukraine Nuclear Plant Explosion, 3 Mile Island, Water Pollution in Flint Michigan, The Fukushima Daiichi nuclear disaster.....were these disasters preventable? How have our fears compromised our values? In this module you will learn about negative impacts of humans on the environment & explain how we can affect environmental policy. You will become familiar with the progression of government regulation regarding environmental issues and how governments and their environmental policies save lives. | NA |

ENGLISH LANGUAGE ARTS

3-5

Name: _____ Starting Year: _____

I CAN!

Welcome to your Springs I CAN! Mastery Folder.
This folder is designed to track and celebrate
this year's learning.

Springs learners use the Mastery Learning Cycle to support their success.

What do we want learners to learn? How do we know they've learned it? How will we recognize and celebrate growth?



The journey to mastery visits several levels.

- LEVEL 1 NOVICE**
Learners interact with the concept with help.
- LEVEL 2 APPRENTICE**
Learners know the vocabulary and procedures related to the concept independently.
- LEVEL 3 PRACTITIONER**
Learners apply the concept to real world situations.
- LEVEL 4 EXPERT**
Learners apply the concept beyond their grade level expectations.

Additional Resources



| Pre-Quiz ✓ | Date ✓ | Mastered ✓ | THIRD GRADE ELA "I CAN" THEMES | 3 |
|---------------|-----------|---------------|--|---|
| | | | THEMES | |
| | | | 1. I CAN read and comprehend grade level literature, including stories, dramas and poetry. | |
| | | | 3.1.a CAN ask and answer questions to demonstrate understanding of a text, referring to the text as the basis for the answers. | |
| | | | 3.1.b CAN I recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. | |
| | | | 3.1.c CAN I describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events | |
| | | | 3.1.d CAN I explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting) | |
| | | | 3.1.e CAN I compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series) | |
| | | | 2. I CAN use literature text features to read and understand grade level literature including stories, dramas and poetry. | |
| | | | 3.2.a CAN I determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | |
| | | | 3.2.b CAN I refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections | |
| | | | 3.2.c CAN I distinguish their own point of view from that of the narrator or those of the characters. | |
| | | | 3. I CAN read and comprehend grade level informational texts, including history/social studies, science, and online information. | |
| | | | 3.3.a CAN I ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | |
| | | | 3.3.b CAN I determine the main idea of a text; recount the key details and explain how they support the main idea. | |
| | | | 3.3.c CAN I describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. | |
| | | | 3.3.d CAN I use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). | |
| | | | 3.3.e CAN I describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). | |
| | | | 3.3.f CAN I compare and contrast the most important points and key details presented in two texts on the same topic. | |
| | | | 4. I CAN use text features to read and understand nonfiction text, including text books, online articles & websites, and reference books. | |
| | | | 3.4.a CAN I determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. | |
| | | | 3.4.b CAN I use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | |
| | | | 3.4.c CAN I distinguish their own point of view from that of the author of a text. | |
| | | | 5. I CAN write for different tasks, purposes and audiences. | |
| | | | 3.5.a CAN I write opinion pieces on topics or texts, supporting a point of view with reasons. | |
| | | | 3.5.b CAN I write informative/explanatory texts to examine a topic and convey ideas and information clearly. | |
| | | | 3.5.c CAN I write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | |
| | | | 6. I CAN use the writing process to develop my writing. | |
| | | | 3.6.a CAN I with guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. | |
| | | | 3.6.b CAN I with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | |
| | | | 3.6.c CAN I with guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. | |
| | | | 7. I CAN work collaboratively with peers to use print and digital tools to answer a question. | |
| | | | 3.7.a CAN I conduct short research projects that build knowledge about a topic. | |
| | | | 3.7.b CAN I recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | |
| | | | 8. I CAN participate in collaborative conversations about grade level topics and books. | |
| | | | 3.8.a CAN I come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. | |
| | | | 3.8.b CAN I follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). | |
| | | | 3.8.c CAN I ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. | |
| | | | 3.8.d CAN I explain their own ideas and understanding in light of the discussion. | |
| | | | 3.8.e CAN I determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | |

| Pre-Quiz ✓ | Date ✓ | Mastery ✓ | THIRD GRADE ELA "I CAN" THEMES | 3 |
|---------------|-----------|--------------|---|---|
| | | | THEMES | |
| | | | 3.8.f CAN I ask and answer questions about information from a speaker, offering appropriate elaboration and detail. | |
| | | | 9. I CAN communicate ideas and experiences through oral and visual presentations. | |
| | | | 3.9.a CAN I report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. | |
| | | | 3.9.b CAN I create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. | |
| | | | 3.9.c CAN I speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. | |
| | | | 10. I CAN use print or digital tools to determine the meaning of unknown and multiple meaning grade level words and phrases. | |
| | | | 3.10.a CAN I use sentence-level context as a clue to the meaning of a word or phrase. | |
| | | | 3.10.b CAN I determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). | |
| | | | 3.10.c CAN I use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). | |
| | | | 3.10.d CAN I use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. | |
| | | | 11. I CAN use appropriate vocabulary and identify literal and nonliteral words and phrases. | |
| | | | 3.11.a CAN I distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). | |
| | | | 3.11.b CAN I identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). | |
| | | | 3.11.c CAN I identify multiple meaning words such as: synonyms, antonyms, homophones | |
| | | | 3.11.d CAN I acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). (Item not tested on milestones) | |

| Pre-Quiz ✓ | Date ✓ | Mastery ✓ | THIRD GRADE ELA "I CAN" STEPS | 3 |
|---------------|-----------|--------------|---|---|
| | | | STEPS | |
| | | | 12. I CAN! use my phonics skills to decode words as I read. | |
| | | | 12.3a) CAN I identify and know the meaning of the most common prefixes and derivational suffixes? | |
| | | | 12.3b) CAN I decode words with common Latin suffixes? | |
| | | | 12.3c) CAN I decode multi-syllable words? | |
| | | | 12.3d) CAN I recognize and read third grade sight words? | |
| | | | 13. I CAN! read with accuracy and fluency and self-correct when necessary. | |
| | | | 13.3a) CAN I read third grade level books with purpose and understanding? | |
| | | | 13.3b) CAN I read out loud with accuracy, at a natural pace, and use expression. | |
| | | | 13.3c) CAN I use context to understand my reading and to self-correct? | |
| | | | 14. I CAN! use proper grammar when I write and speak. | |
| | | | 14.3a) CAN I explain the function of nouns and pronouns? | |
| | | | 14.3b) CAN I explain the function of verbs? | |
| | | | 14.3c) CAN I explain the function of adverbs? | |
| | | | 14.3d) CAN I explain the function of adjectives? | |
| | | | 14.3e) CAN I form and use regular and irregular plural nouns? | |
| | | | 14.3f) CAN I use abstract nouns (e.g. childhood)? | |
| | | | 14.3g) CAN I form and use regular and irregular verbs? | |
| | | | 14.3h) CAN I for and use simple verb tenses (e.g. I walked; I walk; I will walk)? | |
| | | | 14.3i) CAN I ensure subject-verb and pronoun-antecedent agreement? | |
| | | | 14.3j) CAN I form and use comparative and superlative adjectives and adverbs properly? | |
| | | | 14.3k) CAN I use coordinating and subordinating conjunctions? | |
| | | | 14.3l) CAN I produce simple, compound and complex sentences? | |
| | | | 15. I CAN! use proper capitalization, punctuation, and spelling in my writing. | |
| | | | 15.3a) CAN I capitalize appropriate words in titles? | |
| | | | 15.3b) CAN I use commas in addresses? | |
| | | | 15.3c) CAN I use commas and quotation marks in dialogue? | |
| | | | 15.3d) CAN I form and use possessives? | |
| | | | 15.3e) CAN I spell third grade sight words and words that add suffixes to base words? | |
| | | | 15.3f) CAN I use spelling patterns and generalizations in writing words? | |
| | | | 15.3g) CAN I use reference materials to check and correct spellings? | |

Reading Fluency Mastery

1st Quarter____/80-90 wpm

2nd Quarter____/90 wpm

3rd Quarter____/95 wpm

4th Quarter____/100 wpm

| Pre-Quiz ✓ | Date ✓ | Mastered ✓ | FOURTH GRADE ELA "I CAN" THEMES | 4 |
|---------------|-----------|---------------|--|---|
| | | | THEMES | |
| | | | 1. I CAN read and comprehend grade level literature, including stories, dramas and poetry. | |
| | | | 4.1.a CAN refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | |
| | | | 4.1.b CAN I determine a theme of a story, drama, or poem from details in the text; summarize the text. | |
| | | | 4.1.c CAN I describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). | |
| | | | 4.1.d CAN I make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. | |
| | | | 4.1.e CAN I compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. | |
| | | | 2. I CAN use literature text features to read and understand grade level literature including stories, dramas and poetry. | |
| | | | 4.2.a CAN I determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). | |
| | | | 4.2.b CAN I explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. | |
| | | | 4.2.c CAN I compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. | |
| | | | 3. I CAN read and comprehend grade level informational texts, including history/social studies, science, and online information. | |
| | | | 4.3.a CAN I refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | |
| | | | 4.3.b CAN I determine the main idea of a text and explain how it is supported by key details; summarize the text. | |
| | | | 4.3.c CAN I explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. | |
| | | | 4.3.d CAN I interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. | |
| | | | 4.3.e CAN I explain how an author uses reasons and evidence to support particular points in a text | |
| | | | 4.3.f CAN I integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | |
| | | | 4. I CAN use text features to read and understand nonfiction text, including text books, online articles & websites, and reference books. | |
| | | | 4.4.a CAN I determine the meaning of the language of the discipline | |
| | | | 4.4.b CAN I describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. | |
| | | | 4.4.c CAN I compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. | |
| | | | 5. I CAN write for different tasks, purposes and audiences. | |
| | | | 4.5.a CAN I write opinion pieces on topics or texts, supporting a point of view with reasons. | |
| | | | 4.5.b CAN I write informative/explanatory texts to examine a topic and convey ideas and information clearly. | |
| | | | 4.5.c CAN I write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | |
| | | | 6. I CAN use the writing process to develop my writing. | |
| | | | 4.6.a CAN I with guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. | |
| | | | 4.6.b CAN I with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | |
| | | | 4.6.c CAN I with guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. | |
| | | | 7. I CAN work collaboratively with peers to use print and digital tools to answer a question. | |
| | | | 4.7.a CAN I conduct short research projects that build knowledge about a topic. | |
| | | | 4.7.b CAN I recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | |
| | | | 4.7.c CAN I draw evidence from informational texts to support analysis, reflection, and research | |
| | | | 4.8.d CAN I draw evidence from literary text | |
| | | | 8. I CAN participate in collaborative conversations about grade level topics and books. | |
| | | | 4.8.a CAN I come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. | |
| | | | 4.8.b CAN I follow agreed-upon rules for discussions | |

| Pre-Quiz ✓ | Date ✓ | Mastery ✓ | FOURTH GRADE ELA "I CAN" THEMES | 4 |
|---------------|-----------|--------------|---|---|
| | | | THEMES | |
| | | | 4.8.c CAN I ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. | |
| | | | 4.8.d CAN I explain my own ideas and understanding in light of the discussion. | |
| | | | 4.8.e CAN I paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | |
| | | | 4.8.f CAN I identify the reasons and evidence a speaker provides to support particular points. | |
| | | | 9. I CAN communicate ideas and experiences through oral and visual presentations. | |
| | | | 4.9.a CAN I report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | |
| | | | 4.9.b CAN I add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. | |
| | | | 4.9.c CAN I differentiate between contexts that call for formal English, and situations where informal discourse is appropriate; use formal English when appropriate to task and situation. | |
| | | | 10. I CAN use print or digital tools to determine the meaning of unknown and multiple meaning grade level words and phrases. | |
| | | | 4.10.a CAN I use sentence-level context as a clue to the meaning of a word or phrase. | |
| | | | 4.10.b CAN I determine the meaning of a word with Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). | |
| | | | 4.10.c CAN I consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key-words and phrases. | |
| | | | 11. I CAN understand figurative language, word relationships and nuances in word meanings. | |
| | | | 4.11.a CAN I explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. | |
| | | | 4.11.b CAN I recognize and explain the meaning of common idioms, adages, and proverbs. | |
| | | | 4.11.c CAN I demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). | |

| Pre-Quiz ✓ | Date ✓ | Mastery ✓ | FOURTH GRADE ELA "I CAN" STEPS | 4 |
|---------------|-----------|--------------|---|---|
| | | | STEPS | |
| | | | 12. I CAN! use what I know about Greek and Latin roots and affixes, and multiple meaning words to understand new words | |
| | | | 12.4a) CAN read and understand words with common Greek and Latin prefixes and suffixes? | |
| | | | 12.4b) CAN I read and understand words with common root words? | |
| | | | 12.4c) CAN I read, understand and use synonyms and antonyms in my reading and writing? | |
| | | | 12.4d) CAN I read, understand and use homophones and homonyms in my reading and writing? | |
| | | | 12.4e) CAN I read, understand, and use commonly confused words? | |
| | | | 12.4f) CAN I read my fourth grade sight words? | |
| | | | 13. I CAN! read with accuracy and fluency to support my comprehension | |
| | | | 13.4a) CAN I read fourth grade level books with purpose and understanding? | |
| | | | 13.4b) CAN I read 115 words per minute with 98 percent accuracy with appropriate expression? | |
| | | | 13.4c) CAN I use context to understand my reading and to self-correct? | |
| | | | 14. I CAN! use proper grammar when I write and speak. | |
| | | | 14.4a) CAN I use relative pronouns (who, whose, whom, which, that) and relative adverbs where, when, why)? | |
| | | | 14.4b) CAN I form and use the progressive verb tenses (e.g. I was walking; I am walking; I will be walking)? | |
| | | | 14.4c) CAN I use helping verbs (e.g. can, may, must..) to convey various conditions? | |
| | | | 14.4d) CAN I order adjectives according to conventional patterns (e.g. a small red bag rather than a red small bag)? | |
| | | | 14.4e) CAN I form and use prepositional phrases? | |
| | | | 14.4f) CAN I produce complete sentences recognizing and correcting inappropriate fragments and run-ons? | |
| | | | 14.4g) CAN I correctly use frequently confused homophones? | |
| | | | 15. I CAN! Correctly use the rules for capitalization, punctuation, and spelling when writing. | |
| | | | 15.4a) CAN I use correct capitalization? | |
| | | | 15.4b) CAN I use commas and quotation marks to mark direct speech and quotations from a text? | |
| | | | 15.4c) CAN I use a comma before a coordinating conjunction in a compound sentence? | |
| | | | 15.4d) CAN I spell grade-appropriate words correctly, consulting references as needed? | |

Reading Fluency Mastery

1st Quarter ____/100 wpm

2nd Quarter ____/105 wpm

3rd Quarter ____/110 wpm

4th Quarter ____/115 wpm

| Pre-Quiz ✓ | Date ✓ | Mastered ✓ | FIFTH GRADE ELA "I CAN" THEMES | 5 |
|---------------|-----------|---------------|--|----------|
| | | | THEMES | |
| | | | 1. I CAN read and comprehend grade level literature, including stories, dramas and poetry. | |
| | | | 5.1.a CAN quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | |
| | | | 5.1.b CAN I determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama responds to challenges or how the speaker in a poem reflects upon a topic; summarize the text. | |
| | | | 5.1.c CAN I compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). | |
| | | | 5.1.d CAN I analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text. | |
| | | | 5.1.e CAN I compare and contrast stories in the same genre on their approaches to similar themes and topics. | |
| | | | 2. I CAN use literature text features to read and understand grade level literature including stories, dramas and poetry. | |
| | | | 5.2.a CAN I determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. | |
| | | | 5.2.b CAN I explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. | |
| | | | 5.2.c CAN I describe how a narrator's or speaker's point of view influences how events are described. | |
| | | | 3. I CAN read and comprehend grade level informational texts, including history/social studies, science, and online information. | |
| | | | 5.3.a CAN I quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | |
| | | | 5.3.b CAN I determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | |
| | | | 5.3.c CAN I explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. | |
| | | | 5.3.d CAN I draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. | |
| | | | 5.3.e CAN I explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). | |
| | | | 5.3.f CAN integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. | |
| | | | 4. I CAN use text features to read and understand nonfiction text, including text books, online articles & websites, and reference books. | |
| | | | 5.4.a CAN I determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. | |
| | | | 5.4.b CAN I compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. | |
| | | | 5.4.c CAN I analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | |
| | | | 5. I CAN write for different tasks, purposes and audiences. | |
| | | | 5.5.a CAN I write opinion pieces on topics or texts, supporting a point of view with reasons. | |
| | | | 5.5.b CAN I write informative/explanatory texts to examine a topic and convey ideas and information clearly. | |
| | | | 5.5.c CAN I write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | |
| | | | 6. I CAN use the writing process to develop my writing. | |
| | | | 5.6.a CAN I with guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. | |
| | | | 5.6.b CAN I with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | |
| | | | 5.6.c CAN I with guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. | |
| | | | 7. I CAN work collaboratively with peers to use print and digital tools to answer a question. | |
| | | | 5.7.a CAN I conduct short research projects that build knowledge about a topic. | |
| | | | 5.7.b CAN I recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | |
| | | | 5.7.c CAN I draw evidence from informational texts to support analysis, reflection, and research. | |
| | | | 5.7.d CAN I draw evidence from literary text | |
| | | | 8. I CAN participate in collaborative conversations about grade level topics and books. | |
| | | | 5.8.a CAN I engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. | |
| | | | 5.8.b CAN I come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. | |

| Pre-Quiz ✓ | Date ✓ | Mastered ✓ | FIFTH GRADE ELA "I CAN" THEMES | 5 |
|---------------|-----------|---------------|---|----------|
| | | | THEMES | |
| | | | 5.8.c CAN I follow agreed-upon rules for discussions and carry out assigned roles. | |
| | | | 5.8.d CAN I pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. | |
| | | | 5.8.e CAN I review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. | |
| | | | 5.8.f CAN I summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | |
| | | | 5.8.g CAN I summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. | |
| | | | 9. I CAN communicate ideas and experiences through oral and visual presentations. | |
| | | | 5.9.a CAN I report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | |
| | | | 5.9.b CAN I include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. | |
| | | | 5.9.c CAN I adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. | |
| | | | 10. I CAN use print or digital tools to determine the meaning of unknown and multiple meaning grade level words and phrases. | |
| | | | 5.10.a CAN I determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. | |
| | | | 5.10.b CAN I use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. | |
| | | | 5.10.c CAN I use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). | |
| | | | 5.10.d CAN I consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the meaning of keywords and phrases. | |
| | | | 11. I CAN understand figurative language, word relationships and nuances in word meanings. | |
| | | | 5.11.a CAN I interpret figurative language, including similes and metaphors, in context. | |
| | | | 5.11.b CAN I recognize and explain the meaning of common idioms, adages, and proverbs. | |
| | | | 5.11.c CAN I use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. | |
| | | | 5.11.d CAN I acquire and use accurately grade-appropriate general academic and domain- specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). | |

| Pre-Quiz ✓ | Date ✓ | Mastery ✓ | FIFTH GRADE ELA "I CAN" STEPS | 5 |
|---------------|-----------|--------------|---|----------|
| | | | STEPS | |
| | | | 12. I CAN! apply phonics and word analysis skills in decoding words. | |
| | | | 12.5a) CAN read and understand words with common prefixes and suffixes? | |
| | | | 12.5b) CAN I read and understand words with common Greek and Latin root words? | |
| | | | 13. I CAN! read with accuracy and fluency to support my comprehension | |
| | | | 13.5a) CAN I read fifth grade level books with purpose and understanding? | |
| | | | 13.5b) CAN I read 130 words per minute with 99 percent accuracy with appropriate expression? | |
| | | | 13.5c) CAN I use context to understand my reading and to self-correct? | |
| | | | 14. I CAN! use proper grammar when I write and speak. | |
| | | | 14.5a) CAN I explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences? | |
| | | | 14.5b) CAN I form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked) | |
| | | | 14.5c) CAN I use verb tense to convey various times, sequences, states and conditions? | |
| | | | 14.5d) CAN I recognize and correct inappropriate shifts in verb tense? | |
| | | | 14.5e) CAN I use correlative conjunctions (e.g., either/or, neither/nor)? | |
| | | | 15. I CAN! correctly use the rules for capitalization, punctuation, and spelling when writing. | |
| | | | 15.5a) CAN I use punctuation to separate items in a series? | |
| | | | 15.5b) CAN I use a comma to separate an introductory element from the rest of the sentence? | |
| | | | 15.5c) CAN I use a comma to set off the words yes and no (e.g., Yes, than you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?)? | |
| | | | 15.5d) CAN I use underlining, quotation marks, or italics to indicate titles of works? | |
| | | | 15.5e) CAN I spell grade-appropriate words correctly, consulting references as needed? | |

Reading Fluency Mastery

1st Quarter____/115 wpm

2nd Quarter____/120 wpm

3rd Quarter____/125 wpm

4th Quarter____/130 wpm

Student Name: _____

SSID: _____

"I Can" statements are created to assist your student in feeling empowered about their own learning. Use this folder to track your student's progress towards Mastery. Revisit the "I Cans" a few times, even if your student has demonstrated mastery. Refreshing important skills is a beneficial part of the learning process.



Visit <http://springscharterschools.org>

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Name: _____ Starting Year: _____

I CAN!

Welcome to your Springs I CAN! Mastery Folder.
This folder is designed to track and celebrate
this year's learning.

Springs learners use the Mastery Learning Cycle to support their success.

What do we want learners to learn? How do we know they've learned it? How will we recognize and celebrate growth?



The journey to mastery visits several levels.

- LEVEL 1 NOVICE**
Learners interact with the concept with help.
- LEVEL 2 APPRENTICE**
Learners know the vocabulary and procedures related to the concept independently.
- LEVEL 3 PRACTITIONER**
Learners apply the concept to real world situations.
- LEVEL 4 EXPERT**
Learners apply the concept beyond their grade level expectations.

Additional Resources



| Taught ✓ | Practiced ✓ | Mastery Date | EIGHT GRADE MATH “I CAN” STATEMENTS | 8 |
|-------------|----------------|-----------------|---|----------|
| | | | 8. I CAN construct a function to model the relationship between two quantities and describe the relationship by analyzing a table or sketching a graph. | |
| | | | 8.8a) CAN I determine the rate of change of a function? | |
| | | | 8.8b) CAN I relate a function to a real world situation? | |
| | | | 8.8c) CAN I locate the initial value of a function? | |
| | | | 8.8d) CAN I describe the relationship of two quantities illustrated by a graph? | |
| | | | 8.8e) CAN I verbally describe a function by looking at a graph? | |
| | | | 9. I CAN use the Pythagorean Theorem to find the distance, find lengths in right triangles in two and three dimensions, and explain a proof of the theorem and its converse. | |
| | | | 8.9a) CAN I restate the Pythagorean Theorem and what it represents? | |
| | | | 8.9b) CAN I know various proofs of the Pythagorean Theorem? | |
| | | | 8.9c) CAN I name the sides of a right triangle and how they relate to the Pythagorean Theorem? | |
| | | | 8.9d) CAN I apply the Pythagorean Theorem to find the distance between points in the coordinate plane? | |
| | | | 8.9e) CAN I solve for an unknown value in the Pythagorean Theorem? | |
| | | | 10. I CAN verify the properties of rotations, reflections and translations and use that knowledge to establish congruence of shapes, determine similarity and how they can change a shape in the coordinate plane. | |
| | | | 8.10a) CAN I use math vocabulary to describe translations (line, segment, angle, parallel)? | |
| | | | 8.10b) CAN I know when two geometric shapes are congruent? | |
| | | | 8.10c) CAN I use models to demonstrate translations? | |
| | | | 8.10d) CAN I describe translations in the coordinate planes by using coordinates of points? | |
| | | | 8.10e) CAN I describe 2D figures by their geometric properties? | |
| | | | 11. I CAN use reasoning about triangles to derive and know properties involving angle sums, exterior angles, and similar triangles. | |
| | | | 8.11a) CAN I use mathematical language to give informal arguments? | |
| | | | 8.11b) CAN I define geometric terms: Parallel, exterior angle, transversal, and similarity? | |
| | | | 8.11c) CAN I describe the angle-angle criterion for similarity of triangles? | |
| | | | 8.11d) CAN I know and apply the angle sum theorem? | |
| | | | 8.11e) CAN I describe the relationships between interior angles and exterior angles? | |
| | | | 12. I CAN know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems. | |
| | | | 8.12a) CAN I identify 3D shapes: Cone, cylinder and sphere? | |
| | | | 8.12b) CAN I locate the various parts of 3D shapes? | |
| | | | 8.12c) CAN I find the area and circumference of a circle? | |
| | | | 8.12d) CAN I find the area and perimeter of quadrilaterals? | |
| | | | 8.12e) CAN I locate and describe 3D shapes in the world? | |
| | | | 13. I CAN construct and interpret scatter plots, use a straight line to model the data, and use what I know about lines to solve data problems. | |
| | | | 8.13a) CAN I identify bivariate data and identify its graph? | |
| | | | 8.13b) CAN I define statistical vocabulary: Clustering, outliers, frequencies, positive or negative association, linear association and nonlinear association? | |
| | | | 8.13c) CAN I find the line of best fit using statistical data? | |
| | | | 8.13d) CAN I find patterns in bivariate data sets and scatter plots? | |
| | | | 8.13e) CAN I use a linear equation $y=mx+b$ to summarize statistical data? | |

Student Name: _____

SSID: _____

| Taught ✓ | Practiced ✓ | Mastery Date | SIXTH GRADE MATH "I CAN" STATEMENTS | 6 |
|-------------|----------------|-----------------|--|----------|
| | | | 8. I CAN find a percent of quantity as a rate per 100 and solve problems involving finding the whole if I am given a part and the percent. | |
| | | | 6.8a) CAN I use equations to solve real-world problems involving ratio and rate? | |
| | | | 6.8b) CAN I use tables of equivalent ratios to solve real-world problems involving ratio and rate? | |
| | | | 6.8c) CAN I use tape diagrams to solve real-world problems involving ratio and rate? | |
| | | | 6.8d) CAN I use double number line diagrams to solve real-world problems involving ratio and rate? | |
| | | | 6.8e) CAN I explain my reasoning when solving real-world problems involving ratio and rate? | |
| | | | 9. I CAN apply my knowledge of rational numbers to opposite quantities, absolute value, exponents and the inverse. | |
| | | | 6.9a) CAN I write numerical expressions involving whole-number exponents? | |
| | | | 6.9b) CAN I evaluate numerical expressions involving whole-number exponents? | |
| | | | 6.9c) CAN I identify when two expressions are equivalent? Ex. $y + y + y = 3y$ | |
| | | | 6.9d) CAN I evaluate expressions in which letters stand for numbers? | |
| | | | 6.9e) CAN I know and apply the order of operation rules when evaluating expressions? | |
| | | | 10. I CAN solve equations and inequalities to find an unknown value and apply that knowledge to problems by writing and solving equations and drawing a diagram. | |
| | | | 6.10a) CAN I use substitution of values to determine whether an inequality is true? | |
| | | | 6.10b) CAN I explain the concept of variable and use it to represent an unknown number? | |
| | | | 6.10c) CAN I write an inequality to represent a constraint or condition in a real-world problem? | |
| | | | 6.10d) CAN I represent solutions of inequalities using a number line diagram? | |
| | | | 6.10e) CAN I write and solve equations using nonnegative rational numbers? Ex. $x + p = q$ and $px = q$. | |
| | | | 11. I CAN use variables to represent the relationship between two quantities and analyze that relationship using graphs and tables. | |
| | | | 6.11a) CAN I identify the independent variable and the dependent variable in an equation? | |
| | | | 6.11b) CAN I explain the relationship between the independent and dependent variables in an equation? | |
| | | | 6.11c) CAN I design a table to generate numerical values from an equation? | |
| | | | 6.11d) CAN I model an equation using a graph? | |
| | | | 12. I CAN use math tools and technology to solve real-world math problems with 2D and 3D shapes involving area, surface area and volume. | |
| | | | 6.12a) CAN I find the area of triangles, quadrilaterals and polygons by composing into rectangles or decomposing into other shapes? | |
| | | | 6.12b) CAN I find the volume of 3D figures with fractional edge lengths using unit cubes and the formula for volume? | |
| | | | 6.12c) CAN I draw polygons in the coordinate plane using coordinates of the vertices? | |
| | | | 6.12d) CAN I use nets made up of rectangles and triangles to represent 3D figures? | |
| | | | 13. I CAN gather and analyze statistical data, summarize the related values and display data sets in plots, histograms and boxplots in relation to their context. | |
| | | | 6.13a) CAN I recognize and develop statistical questions that can be measured by data? | |
| | | | 6.13b) CAN I describe the variability within a data set? | |
| | | | 6.13c) CAN I understand that a data distribution can be described by its center, spread and overall shape? | |
| | | | 6.13d) CAN I explain the difference between a measure of center and a measure of variation? | |
| | | | 6.13e) CAN I gather and analyze statistical data in the real-world? | |

| Taught ✓ | Practiced ✓ | Mastery Date | SEVENTH GRADE MATH "I CAN" STATEMENTS | 7 |
|-------------|----------------|-----------------|--|---|
| | | | 1. I CAN add, subtract, multiply and divide rational and fractional numbers and apply number operations to real world problems. | |
| | | | 7.1a) CAN I use a line diagram to model operations with rational numbers? | |
| | | | 7.1b) CAN I give real world examples applied to negative numbers? | |
| | | | 7.1c) CAN I convert a fraction into a decimal? | |
| | | | 7.1d) CAN I convert a decimal into a fraction? | |
| | | | 7.1e) CAN I compare the value of rational numbers (positive, negative, fraction, decimal)? | |
| | | | 2. I CAN compute using absolute value and use it to find the distance. | |
| | | | 7.2a) CAN I find the absolute value of a number? | |
| | | | 7.2b) CAN I use absolute value to find the distance from zero | |
| | | | 7.2c) CAN I give a definition of absolute value? | |
| | | | 7.2d) CAN I identify and apply rules of absolute value computation? | |
| | | | 7.2e) CAN I use absolute value to add and subtract negative numbers? | |
| | | | 3. I CAN extend my understanding of fractions to multiply and divide rational numbers. | |
| | | | 7.3a) CAN I solve real world problems involving complex fractions? | |
| | | | 7.3b) CAN I explain why an integer cannot be divided by zero? | |
| | | | 7.3c) CAN I demonstrate the operational rules of multiplication and division with negative numbers? | |
| | | | 7.3d) CAN I interpret quotients of rational numbers by describing real-world contexts? | |
| | | | 7.3e) CAN I interpret products of rational numbers by describing real-world contexts? | |
| | | | 4. I CAN apply properties of operations (associative, commutative and distributive) as strategies to compute numbers and algebraic expressions. | |
| | | | 7.4a) CAN I factor expressions? | |
| | | | 7.4b) CAN I use properties to make equivalent expressions? | |
| | | | 7.4c) CAN I use properties to strategize and find patterns? | |
| | | | 7.4d) CAN I rewrite an expression in other forms without changing the expression? | |
| | | | 7.4e) CAN I use the Distributive Property to solve equations? | |
| | | | 5. I CAN solve one- and two-step equations and inequalities using what I know about algebraic expressions and properties of numbers. | |
| | | | 7.5a) CAN I describe inverse operations? | |
| | | | 7.5b) CAN I use variables to represent a real world problem and construct an equation? | |
| | | | 7.5c) CAN I use variables to represent a real world problem and construct an inequality? | |
| | | | 7.5d) CAN I use mental computation and estimation strategies to check an answer? | |
| | | | 7.5e) CAN I assess the reasonableness of my solutions to equations? | |
| | | | 6. I CAN use measure expressed as rate (e.g., speed, density) and measure expressed as products (e.g. person-days) to solve problems and represent the relationships by an equations and a graph. | |
| | | | 7.6a) CAN I explain the relationship between fractions and proportional relationships? | |
| | | | 7.6b) CAN I compute the unit rate in quantities measured in like or different units? | |
| | | | 7.6c) CAN I use fractions to describe ratios? | |
| | | | 7.6d) CAN I tell whether quantities are proportional? | |
| | | | 7.6e) CAN I use number values and graphs to model rates? | |
| | | | 7. I CAN solve problems that involve discounts, markups, commissions, profit, percent increase, percent decrease and simple interest. | |
| | | | 7.7a) CAN I relate ratio problems to percentages? | |
| | | | 7.7b) CAN I compute problems of ratio using fraction computation? | |
| | | | 7.7c) CAN I identify proportional relationships in the world? | |
| | | | 7.7d) CAN I use a graph to model proportional relationships? | |
| | | | 7.7e) CAN I explain the difference between increase and decrease? | |

| Taught ✓ | Practiced ✓ | Mastery Date | SEVENTH GRADE MATH "I CAN" STATEMENTS 7 |
|-------------|----------------|-----------------|--|
| | | | 8. I CAN draw, construct, and describe geometric figures based on what I know about similar shapes, and scale drawing and angles then explain the relationships between them. |
| | | | 7.8a) CAN I reproduce a scale drawing at a different scale (enlarge and reduce)? |
| | | | 7.8b) CAN I compute the area of geometric figures? |
| | | | 7.8c) CAN I identify unique triangles by their angles and sides? |
| | | | 7.8d) CAN I identify the shape of the cross section of right rectangular prisms and right rectangular pyramids? |
| | | | 7.8e) I CAN draw geometric figures using a ruler, protractor and technology? |
| | | | 9. I CAN solve real-life and mathematical problems involving circumference, area, surface area and volume. |
| | | | 7.9a) CAN I describe the relationship between area and circumference of a circle? |
| | | | 7.9b) CAN I use correct units when solving for area (units squared) and circumference (units)? |
| | | | 7.9c) CAN I use facts about angles (supplementary, complementary, vertical and adjacent) to solve multi-step problems? |
| | | | 7.9d) CAN I identify two- and three-dimensional composite objects made from triangles, quadrilaterals, polygons, cubes and right prisms? |
| | | | 7.9e) CAN I apply geometric problem solving to real world situations? |
| | | | 10. I CAN use random sampling to draw inferences about a population. |
| | | | 7.10a) CAN I explain how statistics can be used to get information and find patterns? |
| | | | 7.10b) CAN I describe how to gather a sample? |
| | | | 7.10c) CAN I use sampling to support inferences? |
| | | | 7.10d) CAN I use data to estimate or predict? |
| | | | 7.10e) CAN I model and measure statistical variations using data? |
| | | | 11. I CAN compare and analyze data using dot plots and box plots making comparative inferences about two populations. |
| | | | 7.11a) CAN I measure data using the Measures of Central Tendency (mean, median, mode and range)? |
| | | | 7.11b) CAN I compare data variability using the Measures of Central Tendency? |
| | | | 7.11c) CAN I find the Mean Absolute Deviation of a data set? |
| | | | 7.11d) CAN I draw informal inferences about two populations based on numerical data? |
| | | | 7.11e) CAN I apply statistical problem solving to real world situations? |
| | | | 12. I CAN investigate, make predictions and calculate the experimental and theoretical probability of simple and compound events. |
| | | | 7.12a) CAN I explain why the probability is a number between 0 and 1? |
| | | | 7.12b) CAN I approximate the probability something will happen based on data? |
| | | | 7.12c) CAN I calculate the frequency given a probability? |
| | | | 7.12d) CAN I develop a probability model and justify my model? |
| | | | 7.12e) CAN I find probabilities of compound events using lists, tables, tree diagrams and situation? |

| Taught ✓ | Practiced ✓ | Mastery Date | EIGHTH GRADE MATH "I CAN" STATEMENTS | 8 |
|-------------|----------------|-----------------|--|----------|
| | | | 1. I CAN represent and compare rational and irrational number approximations with decimal expansions, radical signs and locate them on a number line. | |
| | | | 8.1a) CAN I tell the difference between a rational and irrational number? | |
| | | | 8.1b) CAN I know how to convert between fractions and decimals? | |
| | | | 8.1c) CAN I know when a decimal is terminal and when it is repeating? | |
| | | | 8.1d) CAN I find the decimal value of numbers with a radical sign? | |
| | | | 8.1e) CAN I explain how to compare fractions, decimals and numbers with radical sign? | |
| | | | 2. I CAN know and apply the properties of integer exponents, fluently know small perfect squares and cube roots, and use square and cube roots to express a number. | |
| | | | 8.2a) CAN I describe what an exponent represents? | |
| | | | 8.2b) CAN I calculate numbers and expressions with negative exponents? | |
| | | | 8.2c) CAN I explain the difference between a cube root and a square root? | |
| | | | 8.2d) CAN I know fluently perfect squares and their square roots and perfect cubes and their cube roots? | |
| | | | 8.2e) CAN I explain why the square root of 2 is irrational? | |
| | | | 3. I CAN use scientific notation to express measurement of very small and very large quantities. | |
| | | | 8.3a) CAN I estimate large and small numbers using exponents? | |
| | | | 8.3b) CAN I use the integer power of 10 to express numbers? | |
| | | | 8.3c) CAN I relate decimal value to scientific notation value? | |
| | | | 8.3d) CAN I apply scientific notation to measurement? | |
| | | | 8.3e) CAN I interpret scientific notation that has been created by technology? | |
| | | | 4. I CAN compare proportional values draw a graph of their relationships and know the unit rate is the slope of the graph. | |
| | | | 8.4a) CAN I relate the parts of a proportion to the parts of a graph? | |
| | | | 8.4b) CAN I explain how to determine the unit rate? | |
| | | | 8.4c) CAN I compare proportional relationships by interpreting their graphs? | |
| | | | 8.4d) CAN I describe the slope of a graph? | |
| | | | 8.4e) CAN I tell how the slope of a graph and proportional value are related? | |
| | | | 5. I CAN derive the equation of a line $y = mx + b$ where the slope (m) can be found using similar triangles and the y-intercept (b) is where the line crosses the vertical axis. | |
| | | | 8.5a) CAN I describe what makes two triangles similar? | |
| | | | 8.5b) CAN I draw a coordinate plane including: x-axis, y-axis, quadrants, the origin and unit values? | |
| | | | 8.5c) CAN I find the slope of a line using two distinct points on the line? | |
| | | | 8.5d) CAN I recall the equation of a line and name the parts? | |
| | | | 8.5e) CAN I explain the difference between a positive and negative slope? | |
| | | | 6. I CAN solve pairs of linear equations with one variable and interpret the solution (one, infinitely many, or none). | |
| | | | 8.6a) CAN I determine the difference between an expression and an equation? | |
| | | | 8.6b) CAN I combine like terms within an equation? | |
| | | | 8.6c) CAN I solve a linear equation in one variable? | |
| | | | 8.6d) CAN I use various methods to solve pairs of linear equations: Graphing, substitution & elimination? | |
| | | | 8.6e) CAN I know that when there is one solution I put my answer in the form (x, y)? | |
| | | | 7. I CAN understand a function as a rule where a graph of ordered pairs represents the rule, express properties of two functions in different ways (algebra, graph, tables or verbally), and interpret equations as linear functions. | |
| | | | 8.7a) CAN I create a function table and graph the values? | |
| | | | 8.7b) CAN I interpret the graph of a function to determine rate of change? | |
| | | | 8.7c) CAN I give examples of functions that are NOT linear and explain why? | |
| | | | 8.7d) CAN I describe & define the input and output of a function table? | |
| | | | 8.7e) CAN I relate a function to the equation $y=mx+b$? | |

| Taught ✓ | Practiced ✓ | Mastery Date | EIGHT GRADE MATH “I CAN” STATEMENTS | 8 |
|-------------|----------------|-----------------|---|----------|
| | | | 8. I CAN construct a function to model the relationship between two quantities and describe the relationship by analyzing a table or sketching a graph. | |
| | | | 8.8a) CAN I determine the rate of change of a function? | |
| | | | 8.8b) CAN I relate a function to a real world situation? | |
| | | | 8.8c) CAN I locate the initial value of a function? | |
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| | | | 8.8e) CAN I verbally describe a function by looking at a graph? | |
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| | | | 8.13a) CAN I identify bivariate data and identify its graph? | |
| | | | 8.13b) CAN I define statistical vocabulary: Clustering, outliers, frequencies, positive or negative association, linear association and nonlinear association? | |
| | | | 8.13c) CAN I find the line of best fit using statistical data? | |
| | | | 8.13d) CAN I find patterns in bivariate data sets and scatter plots? | |
| | | | 8.13e) CAN I use a linear equation $y=mx+b$ to summarize statistical data? | |

Student Name: _____

SSID: _____

Standards for Mathematical Practice



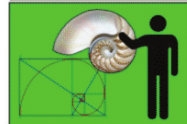
#1 Make sense of problems and persevere through solving them.



#2 Reason abstractly and quantitatively.



#3 Construct viable arguments and critique the reasoning of others.



#4 Model with mathematics.



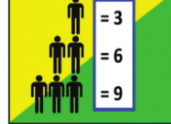
#5 Use appropriate tools strategically.



#6 Attend to precision.



#7 Look for and make use of structure.



#8 Look for and express regularity in repeated reasoning.

MATH SCHOLARS WILL...

- M**onitor their progress and make changes when necessary
- A**sk questions to gather information when making a plan to solve a problem
- T**est their answer to consider if it is reasonable and makes sense
- H**elp support their arguments with appropriate math vocabulary
- S**ummarize their conclusions and processes with words, both written and oral
- C**arefully calculate and use precision
- H**elp explain data using pictures, models and graphs
- O**bserve and listen to other math scholars with discernment
- L**ook for patterns and consider different approaches to solving the same problem
- A**ccess math tools (calculators, blocks, protractor, rulers, etc.) and use them strategically
- R**ecognize repeated calculations, shortcuts and patterns that lead to a general formula
- S**ee math in the world around them and make connections



Visit <http://springscharterschools.org>

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Telephone (951) 252-8800



SPRING INTO MATH

Overview

Spring Into Math is a math curriculum for grades 5-8 that teaches the California State Standards and emphasizes the Standards of Mathematical Practice.

Each Spring Into Math lesson begins with setting Learning Targets for the students, and identifying the content vocabulary they will need to know to gain mastery of the content. The Standards of Mathematical Practice for lesson are also referenced at the beginning to allow the student to focus specifically on those skills.

The students begin with “Stretch your Brain,” a quiz that is designed to spiral prior content learned to keep the brain pathways well-traveled, providing students with a highway system of brain circuitry for mathematics.

Following Stretch your Brain, the students view an instructional video that teaches the concept for the day. The presenters in these videos are Springs Master Mathematics teachers, and were selected for this project because of their deep knowledge of content as well as their superior methods of delivery.

The next segment is Teach and Talk. This provides vital content knowledge to parents and gives them suggestions on how to talk to their student about this concept as well as connect the concept to real world phenomena.

Next the student does some practice and receives immediate feedback on his/her responses. Once any misperceptions have been addressed, the student completes a set of graded practice problems.

In addition, the student spends 30 minutes per day using supplementary online instruction targeted at their Zone of Proximal Development. This is done by utilizing lessons from iReady, ST Math, or Math IXL.

Each Spring Into Math Unit also includes a Performance Task, Practice Quiz (taken prior to the Mastery Quiz), and an End of Unit Assessment. The Units are designed to fit the Springs pacing guides and Milestones (our quarterly benchmark assessments).

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

| | | | |
|------------------------|---|-----------------|--|
| LEA Name | Harbor Springs Charter School | | |
| Contact Name and Title | Amy Podratz, Assistant Superintendent of Administrative Operations | Email and Phone | amy.podratz@springscs.org (951) 225-7721 |

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Our Mission

Our mission is to empower students by fostering their innate curiosity, engaging their parents, and promoting optimum learning by collaboratively developing a personalized learning program for each student.

The school vision for student success is evident throughout the LCAP and focuses specifically on the school pillar of personalized learning. This is evident throughout goal 6: "Continue to support parent choice and personalized learning." Student empowerment and optimum learning is evidenced in all goals as we continue to expand focused services, supports, and opportunities for all students.

Our Philosophy

Springs Charter Schools was created by and is operated by parents. We understand that every child is on a personalized educational journey. Our talented teachers work hard to incorporate a rich diversity of skills development, curriculum, and extracurricular activity into each day. Our staff works hard to direct resources where our students need them most. As charter schools, we are part of the solution to a better education system.

We value

- Parent choice and involvement
- Using the community as the classroom
- Fostering a child's innate creativity
- Collaborating to achieve goals
- Building relationships
- Personalizing learning

degree or higher is at 20.5% countywide.

The Harbor Springs Community

Harbor Springs opened for the 2013-14 school year with grades K-10. During the 2013-14 school year, the charter was granted initial WASC accreditation as well as UC “a-g” course approval. In the 2014-15 school year, Harbor Springs expanded to include grades 11 and 12, ending the school year with their first graduating class.

HSCS serves TK-12th grade students residing in San Diego County and the three contiguous counties. Of the over 700 students served by HSCS, the majority reside in San Diego County (83%) with additional populations of students residing in Orange County (17%). Total current enrollment is 752 students.

San Diego County has the second largest population in California with over three million residents and has experienced a population growth of 5.4% over the past few years. According to 2014 census data, the reported ethnic majority is predominantly split between white (46%) and Hispanic/Latino (33%). The median household income is \$62,962. Education levels of residents over the age of twenty-five who hold a bachelor’s degree or higher is at 34.6% countywide.

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year’s LCAP.

The 2017-18 LCAP has vastly changed from previous years due to the introduction of the CDE Dashboard and other internal factors. In all cases, the goals have been stream-lined to ensure accountability, less complicated budget reconciliation, and precise alignment with state/local priorities and achievement data.

The combination of stakeholder feedback and committee recommendations have produced a well-rounded document that includes goals for all students along with specific goals for qualifying students (unduplicated pupils). While the charter’s goals are expansive, they are also founded on what’s best for students and aligned with our mission.

In the current document there are a number of changes, the most notable are:

- Additional goals for qualifying students (unduplicated pupils, foster youth, homeless youth, socio-economically disadvantaged/low income, English Learners, and students with disabilities)
- Goals that include maintaining or increasing “change” rates based on the Dashboard
- Stream-lined goals to ensure accountability and to ease communication with stakeholders
- Expected Annual Measurable Outcomes (EMAOs) are more precise
- All goals/action/services that are included meet at least one criteria: data-driven decision making, stakeholder feedback, and/or state priority
- If there is little or no baseline data in an area, the charter will still expect the processes/practices to be completed
- All state priorities are listed
- All Dashboard data has an aligned goal
- Each goal is research-based or aligned to best practices
- Staff development is more precisely outlined to ensure goal achievement
- Experts in each area assisted in goal development to ensure buy-in and, ultimately, goal-achievement

- In areas where internal data is noted, the charter will be adding this to the Dashboard under local identifies to ensure transparency, as appropriate
- All annual updates were given by experts in that particular area
- Budget allocation was completed by the business department in coordination with the annual budget planning and the LCAP committee
- Annual update estimated expenditures were carefully documented throughout the year to ensure clean and transparent transactions for audit

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

The greatest progress made this year was:

- Hiring and training of Assistant Classroom Educators (ACES). Across all stakeholder groups, the addition of the adult in every K-5th grade classroom, and having a known adult on the playground, has been extremely beneficial.
- The access to technology scored the highest on the stakeholder feedback survey for being “used and useful.” This will remain a high priority budget item.
- The addition of STAR teams for educating the whole child, working with qualifying (unduplicated) pupils, and social-emotional health has been extraordinary. This support for students scored high amongst those surveyed during a board/community meeting. While these teams serve two purposes (outlined below), each are highly valuable to the charter, and the students.
- The value of the Dashboard data was well-received by administration and the Board. While the college/career ready indicator is still in discussion at the State level, the Charter has modified high school goals to meet SBE discussed areas to ensure readiness.
- Internal data sets were valuable to staff during “data days” and PLCs to find areas where personalized learning would benefit.
- The personalized learning cohort #4 for teachers completed their first year requirements and the charter looks forward to another cohort group and moving into a “master class” in future years.
- Marketing events have grown substantially and have not only helped with charter enrollment, but have spread the word about charter schools across the county to help the movement at-large.
- Four more Principals have completed the high-level training program, while nine continue with the executive coach for follow up

GREATEST PROGRESS

- Students, according to survey data, overwhelmingly love their sites and feel safe when at their center.
- Homeschool families loved the increased personalized learning package.
- High school courses have been refined and moved into a more user-friendly course management system, Canvas. The charter looks forward to revising these to be mastery-based.
- “Make it – Take it” hands-on curriculum was loved by academy elementary teachers and feedback indicates that it will remain a priority item for future years.
- Students and parents are now more familiar with common core standards and question types on the CAASPP.
- Career-Technical Education (CTE) courses and internships continue to be popular among high school students. Each year the charter looks forward to adding more variety to the coursework and internship partnerships.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

The new state accountability dashboard indicates that the overall school suspension rate is “Medium” and “increased,” identified as orange; two out of three subgroups (SED and Hispanic) are also orange. The school will focus on lowering suspension rates in 2017-18 through multiple initiatives. As indicated in Goal 3B, the whole child will be supported through various means including: Social/emotional groups led by counselors, STAR Team Meetings (including counselors, support staff, and special education teachers) to support students with behavioral and social needs, MTSS specific staff development training focused on social well-being and supports for students in and outside the classroom. Support efforts will be measured by a decreased suspension rate, as calculated on the Accountability Dashboard change rate.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

For the math category on the Dashboard, our White subgroup, which is two below the yellow overall school indicator. The school addresses will address this as shown in Goal 1C below.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

The charter increased and improved services for low-income, English learners and foster youth in the following ways:

1. Hired an Assistant Classroom Educator (ACE or aide) for every K-5th grade academy classroom. Completed ACE training over 10 days in August 2016 to ensure increased services for these specific groups of students.
2. Increased MiFi services so that students can access technology when not at a resource center.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

| | |
|---|-------------|
| Total General Fund Budget Expenditures for LCAP Year | \$994,652 |
| Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year | \$1,033,320 |

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

There are a multitude of expenditures that are included in the budget, but not in the LCAP.

Some of the most significant are:

Teacher (general and special ed) salaries and benefits for non-development days

Classified salaries and benefits, except for ACES

Rents, utilities, and overall building costs that are not security/safety related, copiers, office supplies, servers, phone systems, janitorial, and all other building related costs

Legal, business contracts not related to instruction, oversight costs, and other overhead

\$6,700,979

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Support transition to Common Core State Standards and the California Assessment of Student Performance and Progress (CAASPP) through curriculum alignment and teacher/parent training on best practices.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Ensure the Charter's curriculum progress and training through research-based best practices until 100% implemented. The Charter expects to keep CAASPP participation above 95%. The Charter will base academic performance on the State API calculated growth rate (once implemented). Until API implementation, the Charter will use CAASPP performance level data. The charter will increase EL proficiency and re-designation to meet or exceed the State's growth rate.

ACTUAL

The charter made great strides in curriculum progress through mastery lab creation, ELD high school development, mastery courses, make it-take it, integrated grade 11, and Spring Into Math grades 5 and 8. Overall CAASPP met/exceeded percentages increased in both ELA and math.

See specific data in action/service "actual" sections.

Action

A

Actions/Services

PLANNED

Refine the Common Core-based curriculum, which incorporates modular units to scaffold and support all students, including struggling students who are in remote areas.

Continue development of common core high school integrated courses into grade 11.

ACTUAL

Math Mastery Lab created for struggling students in grades 8-12.

ELD high school curriculum under development.

Mastery Courses for each K-8 I CAN under development.

Integrated 11 complete.

Spring Into Math grades 5 and 8 complete.

| | | |
|--------------|--|--------------------------------------|
| Expenditures | Continue to develop additional instructional video lesson support to Middle School Math curriculum for grades 5 and 8. | |
| | BUDGETED \$85,000 | ESTIMATED ACTUAL \$159,197 |

B

| | | |
|------------------|---|--|
| Actions/Services | PLANNED Use CAASPP performance level data and API (once implemented) as a measure of student achievement by individual, school-wide, significant subgroup, and teacher. Increase student achievement by at least 3% or state API growth rate (once implemented). Other measurable assessments will include research-proven diagnostic, end-of-course, and benchmark exams. Each year review all assessment vehicles to ensure student achievement growth and quality and consistency of data. | ACTUAL i-Ready and ELA/Math milestones have been analyzed for trends, but is baseline data only. Our overall CAASPP scores increased from 47% to 49% in ELA and from 26% to 27% in Math from 2015 to 2016 (students who met or exceeded the standard). On the new state accountability rubrics, we are yellow for both ELA and Math, which is ""medium"" on the color scale. i-Ready 2nd window results have been analyzed. Schoolwide ELA Milestones 1-2 analyzed for trends; main idea was addressed at 3/10 Data Day. Working on analysis of schoolwide Math Milestones. |
| | BUDGETED \$3,000 | ESTIMATED ACTUAL \$ 4,648 |

C

| | | |
|------------------|---|---|
| Actions/Services | PLANNED Develop staff on Common Core implementation through five staff development/data day trainings | ACTUAL I CAN! vertical alignment done for ELA and shared with teacher. Math alignment shared via Achieve the Core. Workshop held at 2/17 Data Day "Deep content Understanding" to put both into action. Consistent CCSS |
| | | |

| | | |
|--------------|---|--|
| Expenditures | each year. Further develop staff through four PLC days each year. | development included in each site based PLC agenda including resources and tools for instruction/assessment. |
| | BUDGETED \$5,000 | ESTIMATED ACTUAL \$ 5,053 |

D

| | | |
|------------------|---|---|
| Actions/Services | PLANNED Increase EL proficiency in both English-Language Arts/Literacy and mathematics by 5%, using performance level data, or state API growth rate (once implemented), through further staff development on EL/ELD best practices. Increase EL re-designation rate by 5% each year through the use of shadow courses, ELD designed curriculum, and i-Ready online diagnostic instruction. Create ELD "I Cans" for all grades to align to common core standards for grades K-3. Train staff during staff development days (noted above). | ACTUAL The English Learners have increased on CAASPP in both ELA and Math from 2015-2016 results. ELA increased from 14% to 18% of English Learners scoring at level 3 or 4 and Math increased from 2% to 13% of English Learners scoring at level 3 or 4. On the new state accountability rubrics, our English Learner Indicator is not indicated; the "status" ranked Very High, but a "change" indicator is not available due to a low number of EL students previously. On both the ELA and Math Academic Indicators, our EL subgroup is yellow, which is low but significantly increased. |
| | BUDGETED \$1,000 | ESTIMATED ACTUAL \$ 752 |

E

| | | |
|------------------|--|---|
| Actions/Services | PLANNED Present parent trainings on Common Core standards and best practices. Each training will be advertised through multiple outlets and done electronically, in large groups, in small group and/or one-to-one settings. | ACTUAL CSI is an online parent course that trained families about the common core. Parent certification and SPREE events also included trainings regarding common core. Homeschool prep offered new families additional trainings upon enrollment. |
| | | |

| | | |
|------------------|---|---|
| Expenditures | BUDGETED \$5,200 | ESTIMATED ACTUAL \$ 3,668 |
| Action | F | |
| Actions/Services | PLANNED Develop, curate, provide, and train academy teachers on common core-based hands-on curriculum in grades K-8 ("make-it, take-it" workshops). | ACTUAL Two make-it/take-it workshops were held, one in June and one in August. Curated resources are currently housed in CANVAS. All teachers have access to materials. Staff continuing to brainstorm ways for the materials to be easily accessed by all teachers. Additional make it take it events are planned for 17-18. |
| Expenditures | BUDGETED \$25,000 | ESTIMATED ACTUAL \$ 328 |

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall implementation was successful in the following areas:
 Math mastery lab, Integrated 11, Spring Into Math grades 5 and 8, CAASPP results increases, I CAN vertical alignment, CCSS development, EL CAASPP increases, CSI online parent courses, and make it-take it workshops.

Overall implementation for the following are still ongoing, as expected:
 ELD high school curriculum and i-Ready milestone data for window 2.

The only challenge was getting parents to attend the common core trainings. Although the charter did advertise, only Homeschool parents attended. However, based on survey results they found it to be useful information.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Through the actions/services, the overall goal was effective. As shown in our CAASPP results (see action/service B). Survey data from all stakeholders also had an overall positive response to effectiveness with the majority finding it used and useful.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As shown there were higher actual expenditures for this goal than originally budgeted. The reason for the discrepancy falls within action/service A because more Homeschool parents chose common core curriculum (as opposed to non-common core) than originally anticipated. Therefore, the higher actuals is actually better because it indicates our families are transitioning well to common core.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on the annual review, analysis of data, and stakeholder feedback, there are quite a few changes within the actions/services for goal 1 in the 2017-18 LCAP (as shown below). Most notably, the charter has split ELA and math into different actions to allow for streamlined results and parent trainings on common core (while still available to parents) is no longer a goal since the budget data shows that many have transitioned and assessment results show that students are achieving.

Goal 2

Increase the percentage of 3rd-8th grade students scoring proficient or advanced on school-wide standards- based assessments in English-Language Arts/Literacy and mathematics across all significant subgroups.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Annual progress of 5% as measured by performance level growth or API

ACTUAL

The percentage of students classified as having "met" or "exceeded" standards on CAASPP increased from 47% to 49% in ELA and from 26% to 27% in Math from 2015 to 2016.

ST Math and i-Ready use has increased. Boxed sets were revised and state interim assessments were completed. ACES were hired, trained, and worked in the classroom.

Action

A

Actions/Services

PLANNED

Increase the use of ST Math, Math XL, i-Ready (K-8), i-Ready diagnostic (K-8 and struggling 9-12), and other online programs by 5% to personalize learning and provide necessary support in math and English-language arts/literacy.

ACTUAL

More students are using ST math along with a pilot group we started to study growth that corresponds to the program. ST Math is now mandatory in all academy programs. I-Ready use has also increased by more than 5% charter-wide.

Expenditures

BUDGETED

\$46,000

ESTIMATED ACTUAL

\$ 59,467

Action

B

Actions/Services

PLANNED

Increase by 5% the number of 3rd-8th grade students scoring proficient or advanced on CAASPP through targeted assessments which are aligned to Common Core and Smarter Balance test item types

ACTUAL

The percentage of students classified as having "met" or "exceeded" standards on CAASPP increased from 47% to 49% in ELA and from 26% to 27% in Math from 2015 to 2016.

Expenditures

BUDGETED

Included in previous action/service (2A)

ESTIMATED ACTUAL

\$ 46

Action

C

Actions/Services

PLANNED

Analyze results and refine ELA and Math curricula and selection with RSP teacher to support designated students through targeted implementation. Increase communication between SAI, teacher/ES, and parent through at least one personalized planning meeting each year.

ACTUAL

This was completed in 16-17 and did help to increase communication. However, this goal has been refined for future years to ensure even more data-driven decision making in this process.

Expenditures

BUDGETED

\$200

ESTIMATED ACTUAL

\$ 792

Action

D

Actions/Services

PLANNED

Annually revise Homeschool boxed sets pacing guides to include updates based on stakeholder feedback, ensure accuracy, and update writing performance tasks (including rubrics). Ensure

ACTUAL

Kindergarten Moving Beyond the Page (MBTP) was phased out and new pacing written for its replacement. MBTP pacing is being revised again for mastery-based practices.

| | | |
|------------------|---|---|
| Expenditures | each unit culminates with a graded writing activity. | |
| | BUDGETED \$5,000 | ESTIMATED ACTUAL \$ 7,322 |
| Action | E | |
| Actions/Services | PLANNED Ensure student familiarity with CAASPP assessment item types by revising the parent/student test prep resources and teacher training. | ACTUAL During Milestone 3, teachers will look at a variety of item types in the Interim Assessment. The school also included a page of resources for strategies, academic language support, and test prep on the 2017 Academy Personalized Learning Portal. Parents received a brochure outlining CAASPP, including question types. |
| Expenditures | BUDGETED \$3,000 | ESTIMATED ACTUAL Other goal actuals cover these expenditures |
| Action | F | |
| Actions/Services | PLANNED With the pilot year complete, fully implement State Interim Assessments with all applicable teachers. Training will be completed during PLC days. Administrative team will train teachers using best practices, a mentor model from pilot group, and hands-on activities to ensure consistency in testing and grading across all levels. | ACTUAL Began with pilot group in 2016 school year. The pilot cohort was trained by the Director of Assessment to administer and score the Interim Assessments. Additionally, all 10th grade students were given the Interim Assessment; a group of teachers were trained to hand score written responses for 10th grade. In the 2017 school year, we asked for teachers to volunteer to train and use the Interim Assessments in academies. The charter school had a small group of teachers participating. |

| | | |
|------------------|--|--|
| | | Interim and CAASPP results will be analyzed for continuity once 2017 CAASPP scores are received. |
| Expenditures | BUDGETED Included in staff development goal (1C). | ESTIMATED ACTUAL Included in staff development goal (1C). |
| Action | G | |
| Actions/Services | PLANNED Hire, train, and support instructional aides for all K-8th grade academy classrooms to support all students. Specialized training will allow targeted instruction for students with disabilities, English Learners, and socio- economically disadvantaged students, and those students requiring MTSS/RTI support. | ACTUAL Assistant Classroom Educators (ACEs) were hired and trained for all K-5th classrooms. There was an initial 10 day training in August 2016, and training is ongoing. |
| Expenditures | BUDGETED \$250,000 | ESTIMATED ACTUAL \$ 192,551 |

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall implementation was successful in the following areas:

Increased use of ST math and i-Ready, increase 3rd-8th grade students CAASPP scores, revision of homeschool curriculum, familiarity with CAASPP for parents/students, administration of interim assessments, and hiring and training of ACES.

Overall implementation for the following are still ongoing, as expected:

Milestone 3 data, revision of curriculum to make it mastery-based, and increased communication between SAI and teacher/ES.

The main challenge was implantation practices to increase Special Education achievement. With an high turn-over of staff and an enormous influx of moderate/severe students, the charter is revising the previous goal in 2017-18 (see new goal 5 below).

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Through the actions/services, the overall goal was effective. As shown in our CAASPP results (see action/service B). Survey data from all stakeholders also had an overall positive response to effectiveness with the majority finding it used and useful.

The ACES were extremely well-received with very positive remarks from students, parents, and staff. The implementation of this action was extremely valuable and will be maintained for future years. The charter will also work with ACES on additional training to serve the UPC students to ensure subgroup and individual success.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was a material difference and actual expenditures coming in much lower than originally budgeted. This is because the charter had originally planned to hire ACES for all grades K-8 and chose to only hire them for grades K-5 only. The charter maintains part time math aides in grades 6-8.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on the annual review, analysis of data, and stakeholder feedback, there are quite a few changes within the actions/services for goal 2 in the 2017-18 LCAP (as shown below). Most notably, the charter moved the Special Education action under a different goal (qualifying students) with more significant expected outcomes. Based on stakeholder feedback, there was a removal of a couple of goals that were no longer needed now that the transition to common core is more complete.

Goal 3

Support college and career readiness for all students in grades 9-12 by increasing enrollment in CTE courses, A-G approved coursework and sequence, and improving EAP passing rates (exemptions).

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Support college and career readiness for all students in grades 9-12 by increasing enrollment and successful completion of: CTE courses by 5%, A-G approved coursework and sequence by 5%, dual/concurrent enrollment by 3%, Golden State Merit Diploma by 3%, SAT by 5%, Advanced Placement to meet or exceed state averages, and EAP passing exemptions by 5%.

ACTUAL

CTE Participants – met

| | 2014-15 | 2015-16 |
|------------------------------|---------|---------|
| # CTE Participants (CALPADS) | 3 | 17 |

A-G Sequence Completion:

HARBOR – Nearly Met

Data Quest indicates that 33.3% of 2015 graduates completed the UC/CSU required courses; 36.4% of 2016 graduates completed. This is an increase of 3.1%.

Concurrent Enrollment:

HARBOR - Met

Concurrent Enrollment course completion has increased by 40% from 2014-15 to 2015-16 (5 courses completed in 2014-15; 7 courses completed in 2015-16).

Golden State Merit Diploma

HARBOR –Met

Action

A

Actions/Services

Baseline data for 2017 indicates that 3 of the 12 current seniors are eligible for the Golden State Merit Diploma. In 2015, only two students qualified for GSSMD (2016 data is not available at this time).

SAT:

*SAT data not available; it is possible that students did not indicate the high school code on their exams.

AP Program

After the writing of the LCAP, it was determined that Advanced Placement (AP) is not going to be offered at the charter.

EAP Passing Exemptions:

With a low number of grade 11th students enrolled, data was not statistically significant.

PLANNED

To increase college/career-readiness, the charter will further develop and advertise course offerings in the areas of Career-Technical Education (CTE) and internships. The goal is to maximize CTE articulated pathway offerings and increase internship participation among our high school students. The charter will advertise concurrent and/or dual enrollment opportunities to all high school students. The charter will increase participation in these areas by 5% through additional advertising, increased counselor support, and varied options.

ACTUAL

In the 2015-2016 schoolyear, 24 Springs CTE courses were available to high school students. In 2016-17, 29 CTE courses were offered. This is due to opening two new Pathways and expanding three existing pathways.

In the 2015-2016 schoolyear, 14 CTE courses were articulated with local community colleges. In the 2016-2017 schoolyear, one additional course was articulated.

Counseling department identified 10th and 11th grade students who were eligible for concurrent/dual enrollment.. A letter was sent to all eligible students discussing the programs.

Concurrent Enrollment course completion has increased by 40% from 2014-15 to 2015-16.

| | | |
|--------------|----------------------------|--------------------------------------|
| Expenditures | BUDGETED \$5,000 | ESTIMATED ACTUAL \$ 41,034 |
|--------------|----------------------------|--------------------------------------|

B

Action

| | | |
|------------------|--|---|
| Actions/Services | PLANNED Analyze and revise the CSU Expository Reading and Writing Course (ERWC) for grades 11 and 12 for EAP conditionally-passed students. Annually train applicable teachers using best practices. Move course to new learning management system (Canvas). | ACTUAL Portions of the course were transitioned to Canvas. Entire course not moved due to amount of required teacher interaction. |
|------------------|--|---|

| | | |
|--------------|----------------------------|-------------------------------------|
| Expenditures | BUDGETED \$1,000 | ESTIMATED ACTUAL \$ 2,774 |
|--------------|----------------------------|-------------------------------------|

C

Action

| | | |
|------------------|--|--|
| Actions/Services | PLANNED Increase EAP exemption rate by 5% through multi-tiered teaching approaches | ACTUAL Multi-tiered teaching is still in progress. Math Mastery Lab was implemented at the semester. With a low number of grade 11th students enrolled, data was not statistically significant. |
|------------------|--|--|

| | | |
|--------------|---|---|
| Expenditures | BUDGETED Included in staff development goal (1C). | ESTIMATED ACTUAL Included in staff development goal (1C). |
|--------------|---|---|

D

Action

| | | |
|------------------|--|-------------------------------------|
| Actions/Services | PLANNED Ensure teachers are credentialed in content areas, per independent study guidelines. | ACTUAL 100% compliant |
| Expenditures | BUDGETED \$10,000 | ESTIMATED ACTUAL \$ 7,403 |

E

| | | |
|------------------|--|---|
| Action | | |
| Actions/Services | PLANNED Submit to Regents one new A-G course, based on need/interest | ACTUAL 3 new CTE courses submitted. 1 former course updated. A-G approved: CTE Mechanical Engineering with CAD is “g” (elective) approved, CTE Digital Art and Design, CTE Intro to Game Design, and CTE Video production are “f” (Visual and Performing Arts) approved. |
| Expenditures | BUDGETED \$3,000 | ESTIMATED ACTUAL \$ 2,194 |

F

| | | |
|------------------|--|--|
| Action | | |
| Actions/Services | PLANNED Advertise Golden State Merit Diploma by advertising to all families through at least 3 delivery methods. | ACTUAL Information was advertised on the Springs Website (search "golden seal"). Email to high school families was sent 4/3/2017. Daily Refreshment was sent to all families on 4/21/2017. |
| Expenditures | BUDGETED \$200 | ESTIMATED ACTUAL \$ 176 |

Action

G

Actions/Services

PLANNED
Increase participation in SAT by 5% each year through increased marketing of minimally 3 delivery methods to all 10th and 11th grade students. Meet or exceed the State's passing rate (1500 or above).

ACTUAL
Counselors do identified college bound students and promoted SAT as part of the eligibility process.

Expenditures

BUDGETED
\$200

ESTIMATED ACTUAL
\$ 440

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall implementation was successful in the following areas:
Increased CTE course participation and courses offered, SAT participation (when applicable), EAP exemption rates, concurrent enrollment, math mastery lab, a-g course submission, golden state merit diploma advertisement, and participation in SAT (when applicable).

Overall implementation for the following are still ongoing, as expected:
A-g course completion, concurrent enrollment, and courses transitioned to Canvas.

The main challenge was assuring that all high school students have a complete a-g transcript. The charter is working diligently on this goal in future years to align with new Dashboard college/career ready standards currently under discussion at SBE.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Through the actions/services, the overall goal was effective. As shown in our results (see actions/services above for detail). Survey data from all stakeholders also had an overall positive response to effectiveness with the majority finding it used and useful.

The charter will continue to work on high school goals to achieve all goals as outlined in future years. While the majority are being met, there is room for improvement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was a material difference between budgeted and actual expenditures for this goal due to the increased support needed for CTE, internship, and counseling staff to assure all high school students that elected these courses received a high level of service/instruction.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on the annual review, analysis of data, and stakeholder feedback, there are quite a few changes within the actions/services for goal 3 in the 2017-18 LCAP (as shown below). Most notably, the charter has stream-lined goals to more accurately align with the new Dashboard college/career ready indicator. See new actions/services below for further detail.

Goal 4

Improve student safety and school culture.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

All school facilities will be upgraded to an internal ranking of level 3. All resource center attendees will receive school safety and security training each year.

ACTUAL

All resource center attendees received security training.

An internal assessment was conducted, and 100% (2 of 2) of facilities achieved a ranking of 3 or higher for safety.

Action

A

Actions/Services

PLANNED

Facility security and maintenance will be prioritized through the internal evaluation system with all facilities being 100% compliant (level 3 security) by 2017.

ACTUAL

2016-17 goal is complete.

Expenditures

BUDGETED

\$130,000

ESTIMATED ACTUAL

\$ 35,032

Action

B

Actions/Services

PLANNED

Increase bullying prevention program by presenting information two times per year at each resource center to include campus safety and dangerous objects on campus. Market the presentations to all families. Ensure follow through with campus-wide activities of choice.

ACTUAL

The school has implemented a variety of anti-bullying and bullying prevention programs at various campuses, based on the needs of each academies' demographics. All academies have had counselor-led classrooms presentations on bullying, appropriate internet use, kindness, and respect. Targeted group counseling is held during seasons with higher levels of bullying and student confrontation. Counselors talk about leadership skills, which include identifying bullying, educating students on how to react to bullying and how to report it, as well as prevention.

Curriculum used includes OLWEAS Anti-Bullying, Boys Town Social Skills, and Character Counts (Six Pillars of Character).

Expenditures

BUDGETED

\$5,000

ESTIMATED ACTUAL

\$ 675

Action

C

Actions/Services

PLANNED

Implement a comprehensive charter-wide social-emotional program at all academy programs.

ACTUAL

A charter-wide social-emotional program was developed and began the pilot year of implementation at academy programs through STAR teams. STAR teams are groups with are led by counselors and include support staff and special education teachers to ensure the behavioral and social needs of students were met. There was also specific professional development opportunities focused on social well-being and supports for students in and out of the classroom.

Expenditures

BUDGETED

\$10,000

ESTIMATED ACTUAL

\$ 1,480

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall implementation was successful in all areas.

Overall implementation for the following are still ongoing, as expected:
Site maintenance to remain 100% compliant with internal safety standards

The main challenge was aligning bullying programs to be stream-lined across the charter. The new goal in the 2017-18 will assuredly achieve an even more prosperous outcome.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Through the actions/services, the overall goal was effective. As shown in our results (see actions/services above for detail). While stakeholders agreed that all actions met or exceeded expectations, the charter has collapsed the social-emotional program and bullying prevention program into one goal for future years as this is seen as a cause/effect relationship for suspension and discipline issues.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between the budgeted expenditures and the estimated actuals within the over-arching goal.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on the annual review, analysis of data, and stakeholder feedback, there was one significant change within the actions/services for goal 4 in the 2017-18 LCAP (as shown below). Most notably, the charter has stream-lined the social-emotional and bullying programs (see above and below for detail).

Goal 5

Increase course access and student engagement by utilizing 21st-century tools, resources, and materials.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

100% of students will be able to access needed curricular materials on demand. 100% of students in grades K-12 will be exposed to computer literacy opportunities.

ACTUAL

These were both completed with 100% of students having access and computer literacy opportunities.

Action

A

Actions/Services

PLANNED

In an effort to increase technology readiness, the Charter's students will continue to have access to a Chromebook (or other similar technology) throughout all programs. Increase access time in Academy programs. Homeschool program offers 1:1 in grades TK-12.

ACTUAL

Goal achieved. All Homeschool is 1:1 and academies have at least 10 in each classroom, some are also 1:1. ST Math (an online program) is mandated in all academy programs; thus, increasing Chromebook use. Access time is greatly increased for all students and received the highest marks on our stakeholder survey for used and useful.

Expenditures

BUDGETED

\$30,000

ESTIMATED ACTUAL

\$ 35,767

Action

B

Actions/Services

PLANNED

Move 11th grade Core courses from Moodle to Canvas to increase participation. Ensure Canvas is updated regularly to have updated links/content.

ACTUAL

All but two courses have been transitioned to Canvas.

Expenditures

BUDGETED

\$4,000

ESTIMATED ACTUAL

\$ 1,146

Action

C

Actions/Services

PLANNED

Add two additional online CTE course offerings to increase participation and computer literacy.

ACTUAL

In the 2016 schoolyear, 13 CTE courses were offered online. In the 2017 schoolyear, 19 CTE courses are offered – an increase of six courses. This is due to the addition of new Pathways and adding to existing pathways.

Expenditures

BUDGETED

\$2,500

ESTIMATED ACTUAL

\$ 9,327

Action

D

Actions/Services

PLANNED

Train all staff on educational technology (Ed Tech) tools a least two times each year to ensure quality use of technology resources. Ensure staff have specific training on how to teach students to utilize technology resources.

ACTUAL

All staff has had the opportunity to attend a workshop on using technology in the classroom. However, this was a 'choice' workshop and not all teachers selected to attend. The workshops focused on Google Tools for teachers and students. In addition, we have offered specific technology training in our PL Cohort including tools for engagement and sites for personalized learning paths: Padlet, Thrively, Gooru, Learnzillion, OpenEdio, Sophia, BrainPop, Discovery Ed, Illuminate. We have also had specific "Sandbox" time to introduce SCS digital tools such as I CAN! eBooks and SCS Creative Commons.

| | | |
|------------------|--|--|
| Expenditures | BUDGETED In staff development goal (1C). | ESTIMATED ACTUAL \$ 1,836 (moved to own action/service) |
| Action | E | |
| Actions/Services | PLANNED Continue to provide and revise online resources (Live Binder) to students for developing 21st century skills such as computer literacy. | ACTUAL The Live Binder is shared regularly. A link to the Live Binder was shared with homeschool parents as a CAASPP test prep resource. It was also shared with academy teachers to use with students. |
| Expenditures | BUDGETED \$2,500 | ESTIMATED ACTUAL No expenditures related to this goal |

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall implementation was successful in the following areas:
Increasing technology, additional online CTE courses, staff training on tech tools, and live binder.

Overall implementation for the following are still ongoing, as expected:
Staff training on tech tools

The main challenge was getting parents to use Live Binder. As it's not as well received, we have removed it from the goals for the 2017-18 LCAP. However, the chromebook and use of technology was very well liked, so much so that it was the highest rated action on all surveys.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Through the actions/services, the overall goal was effective. As shown in our results (see actions/services above for detail). While stakeholders agreed that all actions met or exceeded expectations, the charter has deleted the Live Binder goal and mandated the staff tech tools

training for all teachers. The survey data shows that the over-arching goal was extremely effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between the budgeted expenditures and the estimated actuals within the over-arching goal.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on the annual review, analysis of data, and stakeholder feedback, there was one significant change within the actions/services for goal 4 in the 2017-18 LCAP. The charter has deleted the Live Binder goal as there are other more useful tools, according to stakeholder feedback.

Goal 6

Increase support for struggling students.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Continue to develop 100% of Principals on best practices from urban school group with specified training for four. Continue to refine RSP tool box and use with 100% of SWDs. Reach 100% of identified at-risk students with MTSS process by 2017. Ensure 100% of foster, EL, and low income students have access to technology while off-site. Re-structure Math Path for 100% of designated students.

ACTUAL

Four Principals were in the best practices program with nine more receiving follow through with executive coach. RSP tool boxes were instituted. The MTSS process reached all at-risk students at some level. All Homeschool qualifying students who requested technology access received a MiFi. Math Path re-structure complete.

Action

A

Actions/Services

PLANNED

Continue to contract with an established, highly successful group who study successful urban (Socio- economically disadvantaged and English Learner) schools across the country for best practices. These consultants will work intensively with Directors to develop and support best practices with these particular subgroups. Selected charter staff person will also be a part of the training and learn the support systems in order to ensure continuity and longevity of the program.

ACTUAL

This is the fourth year working with NCUST. Currently nine principals are working with our executive coach in some capacity. Four principals from year 3 cohort meet 1:1 with the coach two times per year. The 4th year cohort includes 5 principals. This group meets monthly, rotating student centers. The group visited Horace Mann elementary school, a successful urban school.

| | | |
|--------------|-----------------------------|---|
| Expenditures | BUDGETED \$10,000 | ESTIMATED ACTUAL \$ 55,753 (rolled from other action/services for more accurate tracking) |
|--------------|-----------------------------|---|

B

| | | |
|------------------|--|--|
| Action | | |
| Actions/Services | PLANNED RTI/MTSS coordinator will work school-wide to implement best practices and personalized learning for all students as part of Tier 1 support. | ACTUAL Monthly training time at Student Center PLC, and PL directed PD days. |
| Expenditures | BUDGETED \$10,000 | ESTIMATED ACTUAL \$ 8,195 |

C

| | | |
|------------------|---|---|
| Action | | |
| Actions/Services | PLANNED Continually revise curricula and processes of Math Path program. Analyze results each year as a part of the continuous improvement process. | ACTUAL Created Math Mastery Lab course to fill student (Gr 8-12) math knowledge gaps. Math Specialists are continue to revise the 9th grade Placement Test. |
| Expenditures | BUDGETED \$5,000 | ESTIMATED ACTUAL Specialist expenditures in previous goals |

D

| | | |
|------------------|--|--|
| Action | | |
| Actions/Services | PLANNED Continue integration and collaboration among Special Education, general education, and | ACTUAL Special Education teachers have participated in STAR meetings and collaboration with the ACE staff. Push-in |

| | | |
|--------------|---|---|
| | parents through revised meeting schedule, shared resources, and parent training. Develop a multi-tiered support model including Special Education providers, counselors, general education teachers, instructional aides, and other specialists to support push-in classroom delivery of SAI and other supports | services were implemented as appropriate based on student's identified needs as determined by IEP team. |
| Expenditures | BUDGETED \$8,000 | ESTIMATED ACTUAL \$ 24,300 |

Action

E

| | | |
|------------------|--|---|
| Actions/Services | PLANNED Continue to provide MiFi (portable WiFi service) to foster, EL, homeless, and low-income students in order to access technology and resources when not at a resource center. | ACTUAL Provided for students by request. 11 students qualify, have requested, and are currently using MiFis in their home. |
| Expenditures | BUDGETED \$3,500 | ESTIMATED ACTUAL \$ 4,431 |

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall implementation was successful in the following areas:
 NCUST implementation and follow up, MTSS, curriculum revision, Special Education collaboration, and MiFi support.

Overall implementation for the following are still ongoing, as expected:
 Curriculum revision and special education collaboration

The main challenge was Special Education collaboration to increase student achievement among that subgroup. This goal has been changed for future years.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Through the actions/services, the overall goal was effective as shown in our results (see actions/services above for detail). While stakeholders agreed that all actions met or exceeded expectations, the charter has changed the Special Education goal and refined the MTSS goal with a more complex STAR team action plan.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between the budgeted expenditures and the estimated actuals within the over-arching goal.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on the annual review, analysis of data, and stakeholder feedback, there are two significant changes within the actions/services for goal 6 in the 2017-18 LCAP. The first is extending the MTSS goal into STAR teams. The second is refining the Special Education goal to further student achievement.

Goal 7

Continue to support parent choice and personalized learning.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

The Charter will continue to support parent choice and personalized learning for 100% of students through keeping alignment with the charter where it states "parents will be the primary educator for their child." The Charter will annually publish attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduation rates, suspension rates, and expulsion rates via the School Accountability Report Card (SARC) on the charter's website. Since the Charter is independent study, measurable outcomes for these items will include increasing resource center attendance by 3% each year, maintaining attendance rates above county averages, decreasing middle school and high school dropout rates and graduation rates by 1% accountability measure growth each year. The charter will keep suspension and expulsion rates under county averages.

ACTUAL

The alignment with the Charter remained the highest priority for the school. The SARC was completed in its entirety by the given deadline. Resource center attendance was increased by 10%. Complete data for charter versus county rates are listed below, as appropriate.

Action

A

Actions/Services

PLANNED

Increase resource center attendance by 3% through stakeholder surveys and advertise advantages to parents through the website and intake process.

ACTUAL

The charter school increased learning center enrollment by 10%.

Expenditures

BUDGETED
\$3,000

ESTIMATED ACTUAL
\$ 2,715

Action

B**PLANNED**

The charter will maintain attendance rates above county averages.

The charter will decrease middle school and high school dropout rates and graduation rates by accountability measure growth each year through adequate progress process, student involvement in goal setting, personalized learning process, interest choices, student engagement methods, PLC program to develop teachers in methods of personalization, and teacher training in best practices.

ACTUAL

The charter school's 2015-16 average daily attendance rate was 99.4%, which is well above the county average.

According to the most current date available on Data Quest, the school's middle and high school drop-out rates are zero. Baseline data is now available for the charter school's first graduating class.

Middle School Drop Out Rates

| | 2015-16 | 2014-15 | 2013-14 |
|----------------|---------|---------|---------|
| Harbor Springs | 0.0% | 0.0% | 0.0% |
| SD County | 0.3% | 0.3% | 0.3% |

High School Drop Out Rates

| | 2015-16 | 2014-15 | 2013-14 |
|----------------|---------|---------|---------|
| Harbor Springs | 2.0% | 0.0% | 0.0% |
| SD County | 2.3% | 2.2% | 2.7% |

Graduation Rates

| | 2015-16 | 2014-15 | 2013-14 |
|----------------|---------|---------|---------|
| Harbor Springs | 90.0% | 100.0% | N/A |
| SD County | 81.7% | 81.8% | 79.7% |

Actions/Services

Expenditures

BUDGETED
\$20,000

ESTIMATED ACTUAL
\$ 129,030

Action

C

Actions/Services

PLANNED

The charter will continue to keep suspension and expulsion rates under county averages by focused efforts on campus safety and student engagement.

ACTUAL

Most recent suspension and expulsion rates available via Data Quest. The charter school has maintained rates lower than the county.

| Suspension Rates | | |
|------------------|---------|---------|
| | 2014-15 | 2013-14 |
| Harbor Springs | 1.5% | 0.0% |
| SD County | 3.0% | 3.4% |
| | | |
| Expulsion Rates | | |
| | 2014-15 | 2013-14 |
| Harbor Springs | 0.0% | 0.0% |
| SD County | 0.1% | 0.1% |

Expenditures

BUDGETED
Included in previous action/service (7B)

ESTIMATED ACTUAL
Included in previous action/service

Action

D

Actions/Services

PLANNED

Continue to develop a Springs' Personalized Learning continuum and learning rubric. Continue to train staff on developing personalized learning plans related to the

ACTUAL

A subcommittee met with Personalized Learning LCC. The group identified 3 of 10 areas to focus on this year and will add 3 additional this year. Staff training is connected to the

E

| | | |
|------------------|--|---|
| Expenditures | continuum and the implementation of PL in a variety of settings. | <p>focus areas and includes collaborating and best practices for when and how to use the PLPs.</p> <p>Teachers presenting during schoolwide Data Days on how they specifically use the PLPs in the classroom. Monthly spotlights on PLPs during PLC time and Data Days. For each of the focus areas, we have offered workshops at each schoolwide professional development day where teachers collaborated and planned with classroom culture, classroom environment, and assessment & reflection in mind.</p> <p>Two best practice videos are in production for Classroom Culture and Classroom Environment.</p> |
| | <p>BUDGETED</p> <p>Included in previous action/service (7B)</p> | <p>ESTIMATED ACTUAL</p> <p>\$ 6,000 (broken into own action/service for more accurate tracking)</p> |
| Action | | |
| Actions/Services | <p>PLANNED</p> <p>Increase options for parent choice through an improved Homeschool student package and a full marketing/advertising campaign. Collaborate with homeschool staff on continued marketing of program's personalized learning options.</p> | <p>ACTUAL</p> <p>Homeschool student package was increased.</p> <p>The Homeschool Director and 4 Homeschool Education Specialists have been much more active on all social media, and marketing events took place for the spring marketing season.</p> <p>Two of the assigned homeschool Education Specialists led focus groups to discuss marketing ideas.</p> |
| | <p>BUDGETED</p> <p>\$200,000</p> | <p>ESTIMATED ACTUAL</p> <p>\$ 45,250</p> |
| Expenditures | | |

Action

F

Actions/Services

PLANNED
Develop and implement a coordinated communication plan which promotes and informs parents of all of the varied options at the Charter (marketing). Ensure any interested parents are aware of all offerings and best uses.

ACTUAL
Marketing and awareness is an ongoing project. This year's marketing efforts included mailers to existing families with information about our programs and a map of all locations. In addition, the charter continued the Daily Refreshment emails. For new/potential families, promotional materials were sent to entire zip code areas. Families who had expressed interest in our programs - but had not completed applications - received follow up materials.

Expenditures

BUDGETED
\$75,000

ESTIMATED ACTUAL
\$ 25,115

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall implementation was successful in the following areas:
Increased learning center enrollment, good attendance rates, above average suspension rates, active personalized learning cohort, homeschool student package was well-received, and a coordinated communication plan.

Overall implementation for the following are still ongoing, as expected:
Active personalized learning cohort

There were no challenges within this goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Through the actions/services, the overall goal was effective as shown in our results (see actions/services above for detail). While stakeholders agreed that all actions met or exceeded expectations, the charter has changed the coordinated communication plan to better reflect marketing efforts.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was a significant material difference between the budget and actuals with lower than expected expenditures in the homeschool package rates. While the homeschool growth was good, it was slightly lower than expected. Also, parents did not use all of the funds they were given; thus, lowering actual costs.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on the annual review, analysis of data, and stakeholder feedback, there are some significant changes within the actions/services for goal 7 in the 2017-18 LCAP. In an effort to meet the new Dashboard calculations, many of the actions within this goal are now moved into other goals with more detailed plans (see below). The marketing efforts have increased significantly and that is detailed in the new plan to show our actual efforts.

Stakeholder Engagement

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Stakeholder Committee: The stakeholder group helped to develop and refine goals based on the state priorities and chartering document. The Committee also assumed the role of data analysis and revisions in order to complete the document. This process involved multiple people who are experts in their field for input on their particular goals (ie: Special Education). Each stakeholder involved refined the goals based on their expertise. The Committee members also attended trainings throughout Southern California to ensure familiarity with LCAP processes. At the end of the process the Committee met again and solidified all of the goals based on ALL of the feedback received.

Board/Community Training/Meetings: During this public session in May the staff reminded the Board of the reasons for the LCAP document and the impact. During this presentation state priorities, charter vision, the new Dashboard, and stakeholder ideas were outlined. During public session each person in attendance was given a chance to vote on which action/service they thought was the most valuable to our students. Each person individually chose one action/service per overarching goal.

Authorizer Feedback: The Stakeholder Committee also looked at authorizer feedback from prior years (if given) to ensure all items were properly submitted based on their evaluation.

The Community-At-Large: The community was given a lengthy online survey describing the LCAP process with an outline of the seven goals. The seven goals were then separated into action/services where each participant was asked if each focused resource (provided by the school) was: used and useful, used and not useful, not used, or unknown. These survey results (aggregated) are as follows:

For each of the seven LCAP goals, stakeholders were asked how well they think Springs Charter Schools are doing to provide services and resources to students:

| | %* stakeholders who say we are “exceeding expectations” or “doing well” | Highest rated resources for being “used and useful” | Lowest Rated resource; voted “used but not helpful” |
|--------------------------------|--|--|--|
| (1) Common Core Transition | 87% | I CAN Trackers, Common core aligned textbooks | I CAN Trackers |
| (2) Assessment | 84% | i-Ready diagnostic, ST Math | OARS Milestone Quizzes |
| (3) College & Career Readiness | 82% | Meeting with a counselor; A-G Sequence | SAT / ACT exam |

| | | | |
|-------------------------------------|-----|---|------------------------|
| (4) Student Safety | 90% | Safe and maintained facilities | National Honor Society |
| (5) Engaging Students | 89% | Chromebook Access Online course access | Moodle platform |
| (6) Support for Struggling Students | 74% | Personalized learning | i-Ready instruction |
| (7) Personalized Learning | 90% | Personalized Learning Plans | Passion Projects |

**Stakeholders who responded "I don't know" and "not applicable for my student" are not included in percentages*

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

After the survey was complete, the Committee analyzed the data and changed the action plan per this feedback. The findings suggested that some of the actions needed to be further defined, deleted, or have additional items. Findings also led to the stream-lining of goals (from seven to six) and action/services aligned more clearly to stakeholder needs and budget. The committee used the feedback and revised the document tremendously.

Some examples include:

- Making math achievement a singular goal
- Making ELA achievement a singular goal
- Ensuring PLCs and professional development were all under a singular goal with clarified outcomes
- Adding resources to socio-emotional programs
- Ensuring STAR teams were directly impacting students
- Deleting Live Binder and other curricula that were seen as not useful or unknown
- Additional goals for qualifying students; and making goals more clear and stream-lined
- More complex goals for Special Education
- Adding "measures" to every sub-goal

In essence, every goal within this document was either refined or changed for this new version of the LCAP. Now that there are a number of years of experience with the document and the outcomes, the Committee has the expertise to ask better survey questions, analyze results, and refine all portions of the LCAP to better meet the needs of students, staff, and the community.

Goals, Actions, & Services

Strategic Planning Details and Accountability

☐ New

☒ Modified

☐ Unchanged

Goal 1

Teaching and Learning: Maintain high quality, rigorous Common Core State Standards curriculum and instruction to maintain/strengthen California Assessment of Student Performance and Progress (CAASPP) achievement through research-based practices and teacher training.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Need to ensure high quality, rigorous standards curriculum and instruction in order to achieve CAASPP achievement through best practices and teacher training.

Charter has identified needs based on multiple measures as shown below in expected AMOs below. All baseline measurements are based on the following: parent/student/community survey data, mission/vision/charter alignment, SBAC/internal assessment data, internal data, staff feedback, state/federal reports, WASC feedback, and/or Dashboard data.

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------------|--|--|--|---|
| Mastery-based curriculum | Committee designated to implement mastery-based curriculum | Mastery-based curriculum developed for K-8 and grade 9 | Mastery-based curriculum developed for grade 10 and revision of grades K-9 | Mastery-based curriculum developed for grade 11 and revision of grades K-10 |
| SBAC ELA % met/exceeded | 49% <i>Data Source: Data Quest</i> | Maintain or increase all change rates | Maintain or increase all change rates | Maintain or increase all change rates |

| | | | | |
|-------------------------------|--|---|---|---|
| SBAC Math % met/exceeded | 49% <i>Data Source: Data Quest</i> | Maintain or increase all change rates | Maintain or increase all change rates | Maintain or increase all change rates |
| Data-driven staff development | Dashboard indicates a need for focused training on student achievement for the White subgroup (ELA and math). <i>Data Source: CDE Dashboard</i> | Increase current rates for red/orange significant subgroups | Increase current rates for red/orange significant subgroups | Increase current rates for red/orange significant subgroups |
| Teacher assignment report | 100% compliant per independent study guidelines | 100% compliant per independent study guidelines | 100% compliant per independent study guidelines | 100% compliant per independent study guidelines |

Action A

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| | | | |
|------------------------------|---|---|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] _____ |
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____ |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| | | | |
|------------------------------|---|--|---|
| <u>Students to be Served</u> | <input type="checkbox"/> English Learners | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Low Income |
| <u>Scope of Services</u> | <input type="checkbox"/> LEA-wide | <input type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u> | <input type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____ |

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

Refine the Common Core-based curriculum which incorporates modular units to scaffold

2018-19

☐ New ☐ Modified ☒ Unchanged

Based on feedback from users, continue to refine the Common Core-based curriculum

2019-20

☐ New ☐ Modified ☒ Unchanged

Based on feedback from users, continue to refine the Common Core-based curriculum

and have modified assignments to support all students, including struggling students. Develop Springs' I Can curriculum including online curriculum, homeschool boxsets and "Make it-Take it" workshops. Purchase textbooks, materials, and online subscriptions to support this goal.

Measure: Developed mastery-based curriculum for K-12.

which incorporates modular units to scaffold and have modified assignments to support all students, including struggling students. Develop Springs' I Can curriculum including online curriculum, homeschool boxsets and "Make it-Take it" workshops. Purchase textbooks, materials, and online subscriptions to support this goal.

which incorporates modular units to scaffold and have modified assignments to support all students, including struggling students. Develop Springs' I Can curriculum including online curriculum, homeschool boxsets and "Make it-Take it" workshops. Purchase textbooks, materials, and online subscriptions to support this goal. The charter intends for all curriculum to be revised every year to ensure working links, new choice assignments, and updates throughout.

BUDGETED EXPENDITURES

2017-18

| | |
|------------------|--|
| Amount | \$69,711 |
| | \$171,271 |
| Source | LCFF Fund 62 |
| Budget Reference | R0000/O1xxx, 3xxx (salaries and benefits) |
| | R0000/O4xxx (materials and supplies) |

2018-19

| | |
|------------------|--|
| Amount | \$71,802 |
| | \$179,834 |
| Source | LCFF Fund 62 |
| Budget Reference | R0000/O1xxx, 3xxx (salaries and benefits) |
| | R0000/O4xxx (materials and supplies) |

2019-20

| | |
|------------------|--|
| Amount | \$73,956 |
| | \$188,826 |
| Source | LCFF Fund 62 |
| Budget Reference | R0000/O1xxx, 3xxx (salaries and benefits) |
| | R0000/O4xxx (materials and supplies) |

Action **B**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

☐ All schools

☐ Specific Schools: _____

☐ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

☐ New ☒ Modified ☐ Unchanged

ELA - Data-Driven Instruction: Use individual, significant sub-group, and school-wide CAASPP data to drive instruction. Using this data, teachers and administrators will identify strengths and weaknesses and implement research-based strategies in order to maintain/increase overall and significant subgroup achievement. The following assessments will be used and inserted into local level Dashboard to measure achievement: benchmark exams and diagnostic assessments. Each year these will be reviewed multiple times with teaching staff to ensure achievement maintenance/growth. Assessments used will include Illuminate assessments and i-Ready.

Conduct subgroup data-driven decision making training to focus on the White subgroup during professional learning community and data days to target instruction and increase achievement specifically for this subgroup (subgroup is currently orange on the Dashboard).

Measure: Dashboard change rates in both state and internal student data for all students including student groups identified as not meeting expected growth/performance.

2018-19

☐ New ☐ Modified ☒ Unchanged

ELA - Data-Driven Instruction: Use individual, significant sub-group, and school-wide CAASPP data to drive instruction. Using this data, teachers and administrators will identify strengths and weaknesses and implement research-based strategies in order to maintain/increase overall and significant subgroup achievement. The following assessments will be used and inserted into local level Dashboard to measure achievement: benchmark exams and diagnostic assessments. Each year these will be reviewed multiple times with teaching staff to ensure achievement maintenance/growth. Assessments used will include Illuminate assessments and i-Ready.

The charter will prioritize subgroups that measure on Dashboard as red, orange, poorer than overall, and declining/significantly declining.

Measure: Dashboard change rates in both state and internal student data for all students including student groups identified as not meeting expected growth/performance.

2019-20

☐ New ☐ Modified ☒ Unchanged

ELA - Data-Driven Instruction: Use individual, significant sub-group, and school-wide CAASPP data to drive instruction. Using this data, teachers and administrators will identify strengths and weaknesses and implement research-based strategies in order to maintain/increase overall and significant subgroup achievement. The following assessments will be used and inserted into local level Dashboard to measure achievement: benchmark exams and diagnostic assessments. Each year these will be reviewed multiple times with teaching staff to ensure achievement maintenance/growth. Assessments used will include Illuminate assessments and i-Ready.

The charter will prioritize subgroups that measure on Dashboard as red, orange, poorer than overall, and declining/significantly declining.

Measure: Dashboard change rates in both state and internal student data for all students including student groups identified as not meeting expected growth/performance.

[BUDGETED EXPENDITURES](#)

2017-18

2018-19

2019-20

| | | | | | |
|------------------|---|------------------|---|------------------|---|
| Amount | \$9,074 \$28,773 | Amount | \$9,346 \$30,211 | Amount | \$9,626 \$31,722 |
| Source | LCFF Fund 62 | Source | LCFF Fund 62 | Source | LCFF Fund 62 |
| Budget Reference | R0000/O1xxx, 3xxx (salaries and benefits) R0000/O5xxx (services) | Budget Reference | R0000/O1xxx, 3xxx (salaries and benefits) R0000/O5xxx (services) | Budget Reference | R0000/O1xxx, 3xxx (salaries and benefits) R0000/O5xxx (services) |

Action C

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| | | | |
|------------------------------|---|---|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] _____ |
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____ |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| | | | |
|------------------------------|---|--|--|
| <u>Students to be Served</u> | <input type="checkbox"/> English Learners | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Low Income |
| <u>Scope of Services</u> | <input type="checkbox"/> LEA-wide | <input type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u> | <input type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____ |

ACTIONS/SERVICES

2017-18

| | | |
|--|--|------------------------------------|
| <input type="checkbox"/> New | <input checked="" type="checkbox"/> Modified | <input type="checkbox"/> Unchanged |
| Math - Data-Driven Instruction: Use individual, significant sub-group, and school-wide CAASPP data to drive instruction. Using this data, teachers and administrators will identify strengths and weaknesses and implement research-based strategies in order | | |

2018-19

| | | |
|--|-----------------------------------|---|
| <input type="checkbox"/> New | <input type="checkbox"/> Modified | <input checked="" type="checkbox"/> Unchanged |
| Math - Data-Driven Instruction: Use individual, significant sub-group, and school-wide CAASPP data to drive instruction. Using this data, teachers and administrators will identify strengths and weaknesses and implement research-based strategies in order | | |

2019-20

| | | |
|--|-----------------------------------|---|
| <input type="checkbox"/> New | <input type="checkbox"/> Modified | <input checked="" type="checkbox"/> Unchanged |
| Math - Data-Driven Instruction: Use individual, significant sub-group, and school-wide CAASPP data to drive instruction. Using this data, teachers and administrators will identify strengths and weaknesses and implement research-based strategies in order | | |

to maintain/increase overall and significant subgroup achievement. The following assessments will be used and inserted into local level Dashboard to measure achievement: benchmark exams and diagnostic assessments. Each year these will be reviewed multiple times with teaching staff to ensure achievement maintenance/growth. Assessments used will include Illuminate assessments and i-Ready.

Conduct subgroup data-driven decision making training to focus on the White subgroup during professional learning community and data days to target instruction and increase achievement specifically for this subgroup (subgroup is currently two levels below the school overall on the Dashboard).

Measure: Dashboard change rates in both state and internal student data for all students including student groups identified as not meeting expected growth/performance.

to maintain/increase overall and significant subgroup achievement. The following assessments will be used and inserted into local level Dashboard to measure achievement: benchmark exams and diagnostic assessments. Each year these will be reviewed multiple times with teaching staff to ensure achievement maintenance/growth. Assessments used will include Illuminate assessments and i-Ready.

The charter will prioritize subgroups that measure on Dashboard as red, orange, poorer than overall, and declining/significantly declining.

Measure: Dashboard change rates in both state and internal student data for all students including student groups identified as not meeting expected growth/performance.

to maintain/increase overall and significant subgroup achievement. The following assessments will be used and inserted into local level Dashboard to measure achievement: benchmark exams and diagnostic assessments. Each year these will be reviewed multiple times with teaching staff to ensure achievement maintenance/growth. Assessments used will include Illuminate assessments and i-Ready.

The charter will prioritize subgroups that measure on Dashboard as red, orange, poorer than overall, and declining/significantly declining.

Measure: Dashboard change rates in both state and internal student data for all students including student groups identified as not meeting expected growth/performance.

BUDGETED EXPENDITURES

2017-18

| | |
|------------------|------------|
| Amount | In goal 1B |
| Source | |
| Budget Reference | |

2018-19

| | |
|------------------|------------|
| Amount | In goal 1B |
| Source | |
| Budget Reference | |

2019-20

| | |
|------------------|------------|
| Amount | In goal 1B |
| Source | |
| Budget Reference | |

Action **D**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____Location(s)☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served☐ English Learners ☐ Foster Youth ☐ Low IncomeScope of Services☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)Location(s)☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____ACTIONS/SERVICES**2017-18**☐ New ☒ Modified ☐ Unchanged

Continue to develop staff during five staff development/data day trainings each year. Agendas will be developed based on the results of internal and state achievement data. Staff development will include NGSS implementation, CCSS mastery based instruction and using student achievement data to drive instruction. Staff will also attend external conferences and workshops.

Measure: Master calendar, agendas, sign-in sheets, annual staff development plan

2018-19☐ New ☐ Modified ☒ Unchanged

Continue to develop staff during five staff development/data day trainings each year. Agendas will be developed based on the results of internal and state achievement data. Staff development will include NGSS implementation, CCSS mastery based instruction and using student achievement data to drive instruction. Staff will also attend external conferences and workshops.

Measure: Master calendar, agendas, sign-in sheets, annual staff development plan

2019-20☐ New ☐ Modified ☒ Unchanged

Continue to develop staff during five staff development/data day trainings each year. Agendas will be developed based on the results of internal and state achievement data. Staff development will include NGSS implementation, CCSS mastery based instruction and using student achievement data to drive instruction. Staff will also attend external conferences and workshops.

Measure: Master calendar, agendas, sign-in sheets, annual staff development plan

BUDGETED EXPENDITURES**2017-18****Amount**

\$46,608
\$56,752
\$800

Source

LCFF Fund 62

2018-19**Amount**

\$48,006
\$59,589
\$1,000

Source

LCFF Fund 62

2019-20**Amount**

\$49,446
\$62,569
\$1,200

Source

LCFF Fund 62

Budget
Reference

R0000/O1xxx, 3xxx
(salaries and benefits)
R0000/O5xxx
(services)
R0000/O4xxx
(materials and supplies)

Budget
Reference

R0000/O1xxx, 3xxx
(salaries and benefits)
R0000/O5xxx
(services)
R0000/O4xxx
(materials and supplies)

Budget
Reference

R0000/O1xxx, 3xxx
(salaries and benefits)
R0000/O5xxx
(services)
R0000/O4xxx
(materials and supplies)

Action **E**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

Ensure teachers are credentialed in content areas, per independent study and charter guidelines.

Measure: teacher assignment report

2018-19

☐ New ☐ Modified ☒ Unchanged

Ensure teachers are credentialed in content areas, per independent study and charter guidelines.

Measure: teacher assignment report

2019-20

☐ New ☐ Modified ☒ Unchanged

Ensure teachers are credentialed in content areas, per independent study and charter guidelines.

Measure: teacher assignment report

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

| | | | | | |
|------------------|--|------------------|--|------------------|--|
| Amount | \$5,740 | Amount | \$5,912 | Amount | \$6,089 |
| Source | LCFF Fund 62 | Source | LCFF Fund 62 | Source | LCFF Fund 62 |
| Budget Reference | R0000/O1xxx, 3xxx (salaries and benefits) | Budget Reference | R0000/O1xxx, 3xxx (salaries and benefits) | Budget Reference | R0000/O1xxx, 3xxx (salaries and benefits) |

SAMPLE

☐ New☒ Modified☐ Unchanged

Goal 2

High School: Support college and career readiness for all students in grades 9-12 by increasing enrollment in CTE courses, increasing enrollment in A-G approved coursework and sequence, improving 11th grade CAASPP results, providing concurrent/dual enrollment opportunities, advertising Golden State Merit Diploma, and other specialized/personalized options.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Need to support college and career readiness for all high school students through CTE, A-G coursework, CAASPP results, college enrollment, Golden State Merit Diploma, and all other personalized learning options.

Charter has identified needs based on multiple measures as shown below in expected AMOs below. All baseline measurements are based on the following: parent/student/community survey data, mission/vision/charter alignment, SBAC/internal assessment data, internal data, staff feedback, state/federal reports, WASC feedback, and/or Dashboard data.

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|-----------------------------------|---|--|--|--|
| CTE/Internship enrollment per SIS | 8 internship in 2016-17; 17 CTE participants in 2015-16* <i>*2015-16 CALPADS data is the most recent data available for CTE. Internship data based on OASIS course enrollment report for 2016-17.</i> | Increase CTE/Internship enrollment by 3% | Increase CTE/Internship enrollment by 3% | Increase CTE/Internship enrollment by 3% |

| | | | | |
|--|--|--|---|--|
| Concurrent/Dual enrollment opportunities | Three marketing pieces annually | Three marketing pieces annually | Four marketing pieces annually with college offerings at one site | Four marketing pieces annually with college offerings at two sites |
| A-G course packs | Committee developed to begin mastery-based A-G courses | Develop 9 th grade A-G mastery-based course | Develop 10 th grade A-G mastery-based course | Develop 11 th grade A-G mastery-based course |
| Golden State Merit Diploma Advertising | Three marketing pieces annually | Three marketing pieces annually | Three marketing pieces annually with counselor meeting input for all academy 8 th grade students | Three marketing pieces annually with counselor meeting input for every 8 th grade student |

Action **A**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s) ☒ All schools ☐ Specific Schools: _____ ☒ Specific Grade spans: 9-12

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s) ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

To increase career-readiness, the charter will further develop and advertise course offerings in the areas of Career-Technical Education (CTE) and internships. The charter will offer two additional CTE pathway offerings: Human

2018-19

☐ New ☒ Modified ☐ Unchanged

To increase career-readiness, the charter will further develop and advertise course offerings in the areas of Career-Technical Education

2019-20

☐ New ☐ Modified ☒ Unchanged

To increase career-readiness, the charter will further develop and advertise course offerings in the areas of Career-Technical Education

Services and Hospitality, Tourism, and Recreation.

The charter will also increase internship participation among our high school students by advertising offerings in three ways.

Measure: new CTE pathway development per OASIS and internship advertising materials

(CTE) and internships. The charter will offer one additional CTE pathway offerings.

The charter will also increase internship participation among our high school students by advertising offerings in three ways.

Measure: new CTE pathway development per OASIS and internship advertising materials

(CTE) and internships. The charter will offer one additional CTE pathway offerings.

The charter will also increase internship participation among our high school students by advertising offerings in three ways.

Measure: new CTE pathway development per OASIS and internship advertising materials

BUDGETED EXPENDITURES

2017-18

| | |
|------------------|---|
| Amount | \$53,148 \$250 |
| Source | LCFF Fund 62 |
| Budget Reference | R0000/O1xxx, 3xxx (salaries and benefits) R0000/O4xxx (materials and supplies) |

2018-19

| | |
|------------------|---|
| Amount | \$54,742 \$400 |
| Source | LCFF Fund 62 |
| Budget Reference | R0000/O1xxx, 3xxx (salaries and benefits) R0000/O4xxx (materials and supplies) |

2019-20

| | |
|------------------|---|
| Amount | \$56,384 \$550 |
| Source | LCFF Fund 62 |
| Budget Reference | R0000/O1xxx, 3xxx (salaries and benefits) R0000/O4xxx (materials and supplies) |

Action **B**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s) ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: 9-12

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools

☐ Specific Schools: _____

☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

To increase college-readiness, the charter will advertise concurrent and/or dual enrollment opportunities to all high school students through additional advertising and increased counselor support.

Measure: advertising materials

2018-19

☐ New ☒ Modified ☐ Unchanged

To increase college-readiness, the charter will offer two college courses on one campus, through a vendor, or online for students to attend for dual credit (college and high school).

Measure: OASIS course enrollment

2019-20

☐ New ☒ Modified ☐ Unchanged

To increase college-readiness, the charter will offer two college courses on one additional campus, through a vendor, or online for students to attend for dual credit (college and high school).

Measure: OASIS course enrollment

BUDGETED EXPENDITURES

2017-18

Amount \$5,381

Source LCFF Fund 62

Budget Reference R0000/O1xxx, 3xxx
(salaries and benefits)

2018-19

Amount \$5,542

Source LCFF Fund 62

Budget Reference R0000/O1xxx, 3xxx
(salaries and benefits)

2019-20

Amount \$5,708

Source LCFF Fund 62

Budget Reference R0000/O1xxx, 3xxx
(salaries and benefits)

Action **C**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All

☐ Students with Disabilities

☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools

☐ Specific Schools: _____

☐ Specific Grade spans: 9-12

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners

☐ Foster Youth

☐ Low Income

Scope of Services

☐ LEA-wide

☐ Schoolwide

OR

☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools

☐ Specific Schools: _____

☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

Begin revising a-g courses to make them mastery-based. The revised courses will include modules designed for mastery and will include options for remediation to ensure successful completion by students. Revisions will start with 9th grade for 17-18.

Measurement: a-g course design changes

2018-19

☐ New ☒ Modified ☐ Unchanged

Continue revising a-g courses to make them mastery-based. The revised courses will include modules designed for mastery and will include options for remediation to ensure successful completion by students. Revise grade 10 a-g courses.

2019-20

☐ New ☐ Modified ☒ Unchanged

Continue revising a-g courses to make them mastery-based. The revised courses will include modules designed for mastery and will include options for remediation to ensure successful completion by students. Revise grade 11 a-g courses.

BUDGETED EXPENDITURES

2017-18

Amount \$7,094

Source LCFF Fund 62

Budget Reference R0000/O1xxx, 3xxx
(salaries and benefits)

2018-19

Amount \$7,306

Source LCFF Fund 62

Budget Reference R0000/O1xxx, 3xxx
(salaries and benefits)

2019-20

Amount \$7,526

Source LCFF Fund 62

Budget Reference R0000/O1xxx, 3xxx
(salaries and benefits)

Action **D**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: 9-12

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services☐ LEA-wide☐ Schoolwide**OR**☐ Limited to Unduplicated Student Group(s)Location(s)☐ All schools☐ Specific Schools: _____☐ Specific Grade spans: _____ACTIONS/SERVICES**2017-18****2018-19****2019-20**☐ New ☐ Modified ☒ Unchanged☐ New ☐ Modified ☒ Unchanged☐ New ☐ Modified ☒ Unchanged

Advertise Golden State Merit Diploma by marketing to all high school students through at least 3 delivery methods.

Measure: advertising materials

Advertise Golden State Merit Diploma by marketing to all high school students through at least 3 delivery methods.

Measure: advertising materials

Advertise Golden State Merit Diploma by marketing to all high school students through at least 3 delivery methods.

Measure: advertising materials

BUDGETED EXPENDITURES**2017-18****2018-19****2019-20**

Amount \$419

Amount \$431

Amount \$444

Source LCFF Fund 62

Source LCFF Fund 62

Source LCFF Fund 62

Budget Reference R0000/O1xxx, 2xxx, 3xxx
(salaries and benefits)

Budget Reference R0000/O1xxx, 2xxx, 3xxx
(salaries and benefits)

Budget Reference R0000/O1xxx, 2xxx, 3xxx
(salaries and benefits)

Action **E**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served☒ All☐ Students with Disabilities☐ [Specific Student Group(s)] _____Location(s)☒ All schools☐ Specific Schools: _____☐ Specific Grade spans: 9-12**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served☐ English Learners☐ Foster Youth☐ Low IncomeScope of Services☐ LEA-wide☐ Schoolwide**OR**☐ Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

☐ All schools

☐ Specific Schools: _____

☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

Use individual, significant subgroup, grade level internal assessment and cluster data to drive instruction at the beginning of grade 9 to identify high school area strengths and weaknesses and implement research-based strategies to maintain/increase CAASPP grade 11 "met" or "exceeded" and/or "ready" or "conditionally ready" EAP scores. Assessments will include i-Ready and Illuminate.

Measure: Grade 11 percentage met or exceeded on CAASPP ELA and math and/or percentage ready or conditionally ready on EAP metric.

2018-19

☐ New ☒ Modified ☐ Unchanged

Continue to use individual, significant subgroup, grade level internal assessment and cluster data to drive instruction at the beginning of grade 9 to identify high school area strengths and weaknesses and implement research-based strategies to maintain/increase CAASPP grade 11 "met" or "exceeded" and/or "ready" or "conditionally ready" EAP scores. Assessments will include i-Ready and Illuminate. Revise curriculum and/or practices, as appropriate.

Measure: Grade 11 percentage met or exceeded on CAASPP ELA and math and/or percentage ready or conditionally ready on EAP metric.

2019-20

☐ New ☐ Modified ☒ Unchanged

Continue to use individual, significant subgroup, grade level internal assessment and cluster data to drive instruction at the beginning of grade 9 to identify high school area strengths and weaknesses and implement research-based strategies to maintain/increase CAASPP grade 11 "met" or "exceeded" and/or "ready" or "conditionally ready" EAP scores. Assessments will include i-Ready and Illuminate. Revise curriculum and/or practices, as appropriate.

Measure: Grade 11 percentage met or exceeded on CAASPP ELA and math and/or percentage ready or conditionally ready on EAP metric.

BUDGETED EXPENDITURES

2017-18

Amount

\$21,213

Source

LCFF Fund 62

Budget
Reference

R0000/O1xxx, 3xxx
(salaries and benefits)

2018-19

Amount

\$21,849

Source

LCFF Fund 62

Budget
Reference

R0000/O1xxx, 3xxx
(salaries and benefits)

2019-20

Amount

\$22,504

Source

LCFF Fund 62

Budget
Reference

R0000/O1xxx, 3xxx
(salaries and benefits)

☐ New☐ Modified☒ Unchanged

Goal 3

Safety and Culture: Improve student safety and school culture.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Need to ensure student safety and school culture is a high priority item.

Charter has identified needs based on multiple measures as shown below in expected AMOs below. All baseline measurements are based on the following: parent/student/community survey data, mission/vision/charter alignment, SBAC/internal assessment data, internal data, staff feedback, state/federal reports, WASC feedback, and/or Dashboard data.

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------------------|---|--|--|--|
| Facility Safety | Internal metrics shows 100% (2 of 2) facilities at proficient levels <i>Data Source: Facilities Security Google Doc</i> | Internal metrics to show 100% facilities at proficient levels | Internal matrix to show 100% of facilities at proficient levels | Internal matrix to show 100% of facilities at proficient levels |
| Suspension Rates per Dashboard | Dashboard suspension rates currently calculate at Orange (1.5% Medium and increased +1.5%) <i>Data Source: CDE Dashboard</i> | Decrease suspension rates per change rate as calculated on Dashboard | Decrease suspension rates per change rate as calculated on Dashboard | Decrease suspension rates per change rate as calculated on Dashboard |

Action **A**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s) ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s) ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

Maintain all facilities at proficient security levels.

Measure: Proficient level calculation based on internal evaluation system

2018-19

☐ New ☐ Modified ☒ Unchanged

Maintain all facilities at proficient security levels.

Measure: Proficient level calculation based on internal evaluation system

2019-20

☐ New ☐ Modified ☒ Unchanged

Maintain all facilities at proficient security levels.

Measure: Proficient level calculation based on internal evaluation system

BUDGETED EXPENDITURES

2017-18

Amount \$71,650

Source LCFF Fund 62

Budget Reference R0000/O4xxx, 5xxx (materials and services)

2018-19

Amount \$75,232

Source LCFF Fund 62

Budget Reference R0000/O4xxx, 5xxx (materials and services)

2019-20

Amount \$78,993

Source LCFF Fund 62

Budget Reference R0000/O4xxx, 5xxx (materials and services)

Action **B**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

The whole child will be supported through various means including: Social/emotional groups led by counselors, STAR Team Meetings (including counselors, support staff, and special education teachers) to support students with behavioral and social needs, MTSS specific staff development training focused on social well-being and supports for students in and outside the classroom.

Focus specifically on SED and Hispanic subgroups due to Dashboard data.

Measure: Support efforts will be measured by a decreased overall suspension rate, as calculated on the Accountability Dashboard change rate.

2018-19

☐ New ☒ Modified ☐ Unchanged

The whole child will be supported through various means including: Social/emotional groups led by counselors, STAR Team Meetings (including counselors, support staff, and special education teachers) to support students with behavioral and social needs, MTSS specific staff development training focused on social well-being and supports for students in and outside the classroom.

The charter will use suspension overall and subgroup data to refine Team practices, as appropriate.

Measure: Support efforts will be measured by a decreased overall suspension rate, as calculated on the Accountability Dashboard change rate.

2019-20

☐ New ☐ Modified ☒ Unchanged

The whole child will be supported through various means including: Social/emotional groups led by counselors, STAR Team Meetings (including counselors, support staff, and special education teachers) to support students with behavioral and social needs, MTSS specific staff development training focused on social well-being and supports for students in and outside the classroom.

The charter will use suspension overall and subgroup data to refine Team practices, as appropriate.

Measure: Support efforts will be measured by a decreased overall suspension rate, as calculated on the Accountability Dashboard change rate.

BUDGETED EXPENDITURES

2017-18

| | |
|------------------|--|
| Amount | \$43,888 |
| Source | LCFF Fund 62 |
| Budget Reference | R0000/O1xxx, 3xxx (salaries and benefits) Some general fund contribution to Special Education |

2018-19

| | |
|------------------|--|
| Amount | \$45,204 |
| Source | LCFF Fund 62 |
| Budget Reference | R0000/O1xxx, 3xxx (salaries and benefits) Some general fund contribution to Special Education |

2019-20

| | |
|------------------|--|
| Amount | \$46,560 |
| Source | LCFF Fund 62 |
| Budget Reference | R0000/O1xxx, 3xxx (salaries and benefits) Some general fund contribution to Special Education |

SAMPLE

☐ New☒ Modified☐ Unchanged

Goal 4

Technology: Increase course access and student engagement by utilizing 21st-century tools, resources, and materials.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Need to ensure course access for all students by utilizing up-to-date tools, resources, and materials.

Charter has identified needs based on multiple measures as shown below in expected AMOs below. All baseline measurements are based on the following: parent/student/community survey data, mission/vision/charter alignment, SBAC/internal assessment data, internal data, staff feedback, state/federal reports, WASC feedback, and/or Dashboard data.

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|---|--|--|--|
| Staff/student survey data and inventory system | Inventory system currently shows all classroom are at least 10:1 and Homeschool has 1:1 in all grades (TK-12), per parent request | All classrooms maintain 10:1 levels and continue to offer Chromebooks to all Homeschool students in grades TK-12 | All classrooms maintain 12:1 levels and continue to offer Chromebooks to all Homeschool students in grades TK-12 | All classrooms maintain 12:1 levels and continue to offer Chromebooks to all Homeschool students in grades TK-12 |
| Canvas course content based on survey data | Grades 9-11 course content all in Canvas | Grade 12 course content in Canvas | Maintain/revise course content for all high school grades in Canvas | Maintain/revise course content for all high school grades in Canvas |
| Staff development feedback | Trained staff on tech tools as a part of optional learning choice | Train staff on two tech tools as a part of large, mandated group activity | Train staff on two additional tech tools as a part of large, mandated group activity | Train staff on two additional tech tools as a part of large, mandated group activity |

Action **A**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

In an effort to increase technology readiness, the Charter's students will continue to have access to a Chromebook (or other similar technology) throughout all programs. Increase access time in Academy programs at 10:1 levels. Homeschool program offers 1:1 in grades TK-12.

Measure: Inventory system Chromebook counts and survey data

2018-19

☐ New ☒ Modified ☐ Unchanged

In an effort to increase technology readiness, the Charter's students will continue to have access to a Chromebook (or other similar technology) throughout all programs. Increase access time in Academy programs at 12:1 levels. Homeschool program offers 1:1 in grades TK-12.

Measure: Inventory system Chromebook counts and survey data

2019-20

☐ New ☐ Modified ☒ Unchanged

In an effort to increase technology readiness, the Charter's students will continue to have access to a Chromebook (or other similar technology) throughout all programs. Increase access time in Academy programs at 12:1 levels. Homeschool program offers 1:1 in grades TK-12.

Measure: Inventory system Chromebook counts and survey data

BUDGETED EXPENDITURES

2017-18

Amount \$21,250

Source LCFF Fund 62

2018-19

Amount \$30,000

Source LCFF Fund 62

2019-20

Amount \$37,000

Source LCFF Fund 62

Budget
Reference

R0000/O4xxx
(materials)

Budget
Reference

R0000/O4xxx
(materials)

Budget
Reference

R0000/O4xxx
(materials)

Action **B**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All

☐ Students with Disabilities

☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools

☐ Specific Schools: _____

☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners

☐ Foster Youth

☐ Low Income

Scope of Services

☐ LEA-wide

☐ Schoolwide

OR

☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools

☐ Specific Schools: _____

☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

Move 12th grade Core courses from Moodle to Canvas to increase participation. Ensure Canvas is updated regularly to have accurate links/content.

Measure: Canvas course content

2018-19

☐ New ☒ Modified ☐ Unchanged

Based on user feedback, revise Canvas courses as necessary to increase participation and ensure accurate links/content.

Measure: Canvas course content.

2019-20

☐ New ☐ Modified ☒ Unchanged

Based on user feedback, revise Canvas courses as necessary to increase participation and ensure accurate links/content.

Measure: Canvas course content.

BUDGETED EXPENDITURES

2017-18

Amount \$6,586

Source LCFF Fund 62

2018-19

Amount \$6,783

Source LCFF Fund 62

2019-20

Amount \$6,987

Source LCFF Fund 62

Budget
Reference

R0000/O1xxx, 2xxx, 3xxx
(salaries and benefits)

Budget
Reference

R0000/O1xxx, 2xxx, 3xxx
(salaries and benefits)

Budget
Reference

R0000/O1xxx, 2xxx, 3xxx
(salaries and benefits)

Action **C**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

Train all staff on two educational technology (Ed Tech) tools a least two times each year to ensure quality use of technology resources. Ensure staff have specific training on how to teach students to utilize technology resources.

Measure: Agendas and sign-in sheets

2018-19

☐ New ☐ Modified ☒ Unchanged

Train all staff on two additional educational technology (Ed Tech) tools a least two times each year to ensure quality use of technology resources. Ensure staff have specific training on how to teach students to utilize technology resources.

Measure: Agendas and sign-in sheets

2019-20

☐ New ☐ Modified ☒ Unchanged

Train all staff on two additional educational technology (Ed Tech) tools a least two times each year to ensure quality use of technology resources. Ensure staff have specific training on how to teach students to utilize technology resources.

Measure: Agendas and sign-in sheets

BUDGETED EXPENDITURES

2017-18

Amount

\$3,556

2018-19

Amount

\$3,662

2019-20

Amount

\$3,772

| | |
|------------------|--|
| Source | LCFF Fund 62 |
| Budget Reference | R0000/O1xxx, 3xxx (salaries and benefits) |

| | |
|------------------|--|
| Source | LCFF Fund 62 |
| Budget Reference | R0000/O1xxx, 3xxx (salaries and benefits) |

| | |
|------------------|--|
| Source | LCFF Fund 62 |
| Budget Reference | R0000/O1xxx, 3xxx (salaries and benefits) |

SAMPLE

☒ New☐ Modified☐ Unchanged

Goal 5

Qualifying Students: Increase support for qualifying students.

These include English Learners (ELs), students with disabilities (SWDs), foster youth, homeless youth, and socio-economically disadvantaged (SEDs).

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Need to increase support for all qualifying students including, but not limited to, English Learners, students with disabilities, foster youth, homeless youth, socio-economically disadvantaged and all other high need students.

Charter has identified needs based on multiple measures as shown below in expected AMOs below. All baseline measurements are based on the following: parent/student/community survey data, mission/vision/charter alignment, SBAC/internal assessment data, internal data, staff feedback, state/federal reports, WASC feedback, and/or Dashboard data.

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------------|---|---|---|---|
| Principal needs feedback | Nine Principals have been trained, and continue with executive coaching | Train three more Principals and continue follow up with all previously trained Principals | Train two more Principals and continue follow up with all previously trained Principals | Train two more Principals and continue follow up with all previously trained Principals |
| Inventory system: MiFis | Current MiFis checked out to students include: 11 | Increase MiFi use by 5% across charter | Increase MiFi use by 8% across charter | Increase MiFi use by 10% across charter |

| | | | | |
|---|--|--|---|---|
| SBAC scores for SWD subgroup (% met/exceeded) | Current CAASPP met/exceeded scores for SWD subgroup are ELA: 13% Math: 7% <i>Data Source: Data Quest</i> | Planning meetings and internal data used with fidelity to increase SWD Dashboard subgroup growth in ELA and math | Increase SWD Dashboard subgroup growth data in ELA and math | Increase SWD Dashboard subgroup growth data in ELA and math |
| Student/staff survey results | ACES were hired and trained. Survey data shows that ACES are a high priority amongst board, staff and community members. | Move to student/parent survey and achieve higher than average scores for "used and useful" category. | Increase used and useful data by 5% | Increase used and useful data by 5% |
| SBAC scores for EL subgroup (% met/exceeded) | ELA: 18% Math: 13% <i>Data Source: Data Quest</i> | Increase EL Dashboard subgroup growth data in ELA and math | Increase EL Dashboard subgroup growth data in ELA and math | Increase EL Dashboard subgroup growth data in ELA and math |

Action **A**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ English Learners ☐ Foster Youth ☒ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☒ Limited to Unduplicated Student Group(s)

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18
☐ New ☐ Modified ☒ Unchanged

Continue to contract with an established, highly successful group who study successful urban (socio-economically disadvantaged and English Learner) schools across the country for best practices. These consultants will work intensively with Principals to develop and support best practices with these particular subgroups.

Measure: Invoice and meetings

2018-19
☐ New ☐ Modified ☒ Unchanged

Continue to contract with an established, highly successful group who study successful urban (Socio- economically disadvantaged and English Learner) schools across the country for best practices. These consultants will work intensively with Principals to develop and support best practices with these particular subgroups.

Measure: Invoice and meetings

2019-20
☐ New ☐ Modified ☒ Unchanged

Continue to contract with an established, highly successful group who study successful urban (Socio- economically disadvantaged and English Learner) schools across the country for best practices. These consultants will work intensively with Principals to develop and support best practices with these particular subgroups.

Measure: Invoice and meetings

BUDGETED EXPENDITURES**2017-18**

Amount

\$13,442
\$26,529

Source

LCFF Fund 62 S/C

Budget
Reference

R0000/O5xxx
(services)
R0000/O1xxx, 3xxx
(salaries and benefits)

2018-19

Amount

\$14,114
\$27,324

Source

LCFF Fund 62 S/C

Budget
Reference

R0000/O5xxx
(services)
R0000/O1xxx, 3xxx
(salaries and benefits)

2019-20

Amount

\$14,819
\$28,144

Source

LCFF Fund 62 S/C

Budget
Reference

R0000/O5xxx
(services)
R0000/O1xxx, 3xxx
(salaries and benefits)

Action **B**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
Location(s)
☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____
OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served☒ English Learners ☒ Foster Youth ☒ Low IncomeScope of Services☐ LEA-wide ☐ Schoolwide **OR** ☒ Limited to Unduplicated Student Group(s)Location(s)☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____ACTIONS/SERVICES**2017-18**☐ New ☐ Modified ☒ Unchanged

Continue to provide MiFi (portable WiFi service) to foster, EL, homeless, and low-income students in order to access technology and resources when not at a resource center.

Measure: Number of MiFis checked out, per inventory system

2018-19☐ New ☐ Modified ☒ Unchanged

Continue to provide MiFi (portable WiFi service) to foster, EL, homeless, and low-income students in order to access technology and resources when not at a resource center.

Measure: Number of MiFis checked out, per inventory system

2019-20☐ New ☐ Modified ☒ Unchanged

Continue to provide MiFi (portable WiFi service) to foster, EL, homeless, and low-income students in order to access technology and resources when not at a resource center.

Measure: Number of MiFis checked out, per inventory system

BUDGETED EXPENDITURES**2017-18**

Amount \$4,500

Source LCFF Fund 62 S/C

Budget Reference R0000/O5xxx
(services)

2018-19

Amount \$5,500

Source LCFF Fund 62 S/C

Budget Reference R0000/O5xxx
(services)

2019-20

Amount \$6,500

Source LCFF Fund 62 S/C

Budget Reference R0000/O5xxx
(services)

Action **C**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served☐ All ☒ Students with Disabilities ☐ [Specific Student Group(s)] _____Location(s)☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
☐ English Learners
☐ Foster Youth
☐ Low Income
Scope of Services
☐ LEA-wide
☐ Schoolwide
OR
☐ Limited to Unduplicated Student Group(s)
Location(s)
☐ All schools
☐ Specific Schools: _____
☐ Specific Grade spans: _____
ACTIONS/SERVICES**2017-18**
☒ New
☐ Modified
☐ Unchanged

In order to increase math and ELA CAASPP achievement, teachers/ESs will have planning meetings in one-to-one and small groups through STAR groups to ensure IEP goals are met while tracking and monitoring data throughout the year using OARS mastery quizzes and i-Ready. Collaboration will count on "first, best instruction" to mirror general education goals by utilizing PLC groupings.

Measure: Dashboard change rate in math and ELA for students with disabilities subgroup

2018-19
☒ New
☐ Modified
☐ Unchanged

In order to increase math and ELA CAASPP achievement, teachers/ESs will have planning meetings in one-to-one and small groups through STAR groups to ensure IEP goals are met while tracking and monitoring data throughout the year using OARS mastery quizzes and i-Ready. Collaboration will count on "first, best instruction" to mirror general education goals by utilizing PLC groupings.

Revise planning meetings and monitoring practices, as appropriate, to attain goal.

Measure: Dashboard change rate in math and ELA for students with disabilities subgroup

2019-20
☒ New
☐ Modified
☐ Unchanged

In order to increase math and ELA CAASPP achievement, teachers/ESs will have planning meetings in one-to-one and small groups through STAR groups to ensure IEP goals are met while tracking and monitoring data throughout the year using OARS mastery quizzes and i-Ready. Collaboration will count on "first, best instruction" to mirror general education goals by utilizing PLC groupings.

Revise planning meetings and monitoring practices, as appropriate, to attain goal.

Measure: Dashboard change rate in math and ELA for students with disabilities subgroup

BUDGETED EXPENDITURES**2017-18**

Amount \$14,488

Source SELPA: Local Assistance and general fund contribution

Budget Reference R3310, 0000/O1xxx, 3xxx
(Special Education, salaries and benefits)

2018-19

Amount \$14,922

Source SELPA: Local Assistance and general fund contribution

Budget Reference R3310, 0000/O1xxx, 3xxx
(Special Education, salaries and benefits)

2019-20

Amount \$15,370

Source SELPA: Local Assistance and general fund contribution

Budget Reference R3310, 0000/O1xxx, 3xxx
(Special Education, salaries and benefits)

Action **D**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

Continue to train and support Assistant Classroom Educators (ACES)/instructional aides for all K-5th grade academy classrooms to support all students. Specialized training will allow targeted instruction for students with disabilities, English Learners, foster, homeless, and socio- economically disadvantaged students, and those students requiring MTSS/RTI support.

Measure: ACE assignments and training calendar

2018-19

☐ New ☐ Modified ☒ Unchanged

Continue to train and support Assistant Classroom Educators (ACES)/instructional aides for all K-5th grade academy classrooms to support all students. Specialized training will allow targeted instruction for students with disabilities, English Learners, foster, homeless, and socio- economically disadvantaged students, and those students requiring MTSS/RTI support.

Measure: ACE assignments and training calendar

2019-20

☐ New ☐ Modified ☒ Unchanged

Continue to train and support Assistant Classroom Educators (ACES)/instructional aides for all K-5th grade academy classrooms to support all students. Specialized training will allow targeted instruction for students with disabilities, English Learners, foster, homeless, and socio- economically disadvantaged students, and those students requiring MTSS/RTI support.

Measure: ACE assignments and training calendar

BUDGETED EXPENDITURES

2017-18

Amount

\$239,172
\$7,750

2018-19

Amount

\$246,347
\$7,000

2019-20

Amount

\$253,737
\$6,300

| | | | | | |
|------------------|--|------------------|--|------------------|--|
| Source | LCAP Fund 62 S/C | Source | LCAP Fund 62 S/C | Source | LCAP Fund 62 S/C |
| Budget Reference | R0000/O2xxx,3xxx (salaries and benefits) R0000/O4xxx (materials and supplies) | Budget Reference | R0000/O2xxx,3xxx (salaries and benefits) R0000/O4xxx (materials and supplies) | Budget Reference | R0000/O2xxx,3xxx (salaries and benefits) R0000/O4xxx (materials and supplies) |

Action E

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s) ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services ☐ LEA-wide ☐ Schoolwide **OR** ☒ Limited to Unduplicated Student Group(s)

Location(s) ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

Increase EL met/exceeded in both ELA and math.

Increase EL RFEP though at least two specialized staff development trainings which include core interventions and strategies that teachers commit to employing. Add three coordinator walk-throughs to ensure fidelity with use of best practices and ELD I CANs.

2018-19

☐ New ☒ Modified ☐ Unchanged

Increase EL met/exceeded in both ELA and math.

Increase EL RFEP though at least two specialized staff development trainings which include core interventions and strategies that teachers commit to employing. Add three coordinator walk-throughs to ensure fidelity with use of best practices and ELD I CANs.

2019-20

☐ New ☐ Modified ☒ Unchanged

Increase EL met/exceeded in both ELA and math.

Increase EL RFEP though at least two specialized staff development trainings which include core interventions and strategies that teachers commit to employing. Add three coordinator walk-throughs to ensure fidelity with use of best practices and ELD I CANs.

Measure: Dashboard change rates in both state and internal data points, staff development agendas and sign-in sheets, and walk-through documentation

Change trainings and practices based on new data sets and teacher feedback, as appropriate.

Measure: Dashboard change rates in both state and internal data points, staff development agendas and sign-in sheets, and walk-through documentation

Change trainings and practices based on new data sets and teacher feedback, as appropriate.

Measure: Dashboard change rates in both state and internal data points, staff development agendas and sign-in sheets, and walk-through documentation

BUDGETED EXPENDITURES

2017-18

| | |
|------------------|--|
| Amount | \$3,659 \$3,556 |
| Source | Title III LCFF Fund 62 |
| Budget Reference | R4201/O1xxx, 3xxx (Title III salaries and benefits) R0000/O1xxx, 3xxx (salaries and benefits) |

2018-19

| | |
|------------------|--|
| Amount | \$3,768 \$3,662 |
| Source | Title III LCFF Fund 62 |
| Budget Reference | R4201/O1xxx, 3xxx (Title III salaries and benefits) R0000/O1xxx, 3xxx (salaries and benefits) |

2019-20

| | |
|------------------|--|
| Amount | \$3,881 \$3,772 |
| Source | Title III LCFF Fund 62 |
| Budget Reference | R4201/O1xxx, 3xxx (Title III salaries and benefits) R0000/O1xxx, 3xxx (salaries and benefits) |

☐ New

Modified

☒ Unchanged

Goal 6

Mission: Continue to support parent choice and personalized learning.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Need to ensure that the school's mission, as outlined in the charter, remains a high priority.

Charter has identified needs based on multiple measures as shown below in expected AMOs below. All baseline measurements are based on the following: parent/student/community survey data, mission/vision/charter alignment, SBAC/internal assessment data, internal data, staff feedback, state/federal reports, WASC feedback, and/or Dashboard data.

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|--|---|---|---|
| State attendance, graduation and drop-out rates | <p>Internal attendance rates and Data Quest drop-out and graduation rates for 2015-16 (most current data available) are as follows:</p> <p>Attendance: 99.4% Mid Drop-out: 0.0% High Drop-out: 2.0% Grad: 90%</p> <p><i>Data Source: Data Quest (drops outs and graduates); attendance</i></p> | Maintain all rates to be better than county average | Maintain all rates to be better than county average | Maintain all rates to be better than county average |

| | | | | |
|--------------------------|---|--|---|---|
| | rates based on OASIS Attendance Detail Report. | | | |
| Staff and WASC feedback | Personalized learning on staff development agendas as choice option; Personalized learning cohort four complete | Personalized learning on staff development as mandatory; add personalized learning cohort five | Personalized learning on staff development as mandatory; add personalized learning cohort six | Personalized learning on staff development as mandatory; add personalized learning cohort seven |
| Marketing event calendar | 3 marketing events were completed | 5 marketing events scheduled | 5 marketing events scheduled | 5 marketing events scheduled |

Action A

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| | | | |
|------------------------------|---|---|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] _____ |
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____ |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| | | | |
|------------------------------|---|--|---|
| <u>Students to be Served</u> | <input type="checkbox"/> English Learners | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Low Income |
| <u>Scope of Services</u> | <input type="checkbox"/> LEA-wide | <input type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u> | <input type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____ |

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

The charter will maintain attendance rates above county averages. The charter will decrease middle school and high school dropout rates and graduation rates by accountability measure growth each year through adequate progress process, student

2018-19

☐ New ☐ Modified ☒ Unchanged

The charter will maintain attendance rates above county averages. The charter will decrease middle school and high school dropout rates and graduation rates by accountability measure growth each year through adequate progress process, student

2019-20

☐ New ☐ Modified ☒ Unchanged

The charter will maintain attendance rates above county averages. The charter will decrease middle school and high school dropout rates and graduation rates by accountability measure growth each year through adequate progress process, student

involvement in goal setting, personalized learning process, interest choices, and student engagement methods.

Measure: Aggregate attendance rate drop-out data with comparable. Graduation rates per Dashboard, both state and internal (up-to-date) data points.

involvement in goal setting, personalized learning process, interest choices, and student engagement methods.

Measure: Aggregate attendance rate drop-out data with comparable. Graduation rates per Dashboard, both state and internal (up-to-date) data points.

involvement in goal setting, personalized learning process, interest choices, and student engagement methods.

Measure: Aggregate attendance rate drop-out data with comparable. Graduation rates per Dashboard, both state and internal (up-to-date) data points.

BUDGETED EXPENDITURES

2017-18

Amount

\$21,365

Source

LCFF Fund 62

Budget
Reference

R0000/O1xxx, 3xxx
(salaries and benefits)

2018-19

Amount

\$22,005

Source

LCFF Fund 62

Budget
Reference

R0000/O1xxx, 3xxx
(salaries and benefits)

2019-20

Amount

\$22,666

Source

LCFF Fund 62

Budget
Reference

R0000/O1xxx, 3xxx
(salaries and benefits)

Action **B**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All

☐ Students with Disabilities

☐ [Specific Student Group(s)]

Location(s)

☒ All schools

☐ Specific Schools:

☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners

☐ Foster Youth

☐ Low Income

Scope of Services

☐ LEA-wide

☐ Schoolwide

OR

☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools

☐ Specific Schools:

☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

| | | |
|--|--|--|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| Continue to develop the training resources for the Springs' Personalized Learning continuum and learning rubric. Continue to train staff on developing personalized learning plans related to the continuum and on the implementation of personalized learning in a variety of settings. <i>Measure: Project update for the personalized learning continuum staff development resources, PLC agendas; Personalized Learning Cohort participation.</i> | Continue to develop the training resources for the Springs' Personalized Learning continuum and learning rubric. Continue to train staff on developing personalized learning plans related to the continuum and on the implementation of personalized learning in a variety of settings. Update trainings and resources based on user feedback, as appropriate. <i>Measure: Project update for the personalized learning continuum staff development resources, PLC agendas; Personalized Learning Cohort participation.</i> | Continue to develop the training resources for the Springs' Personalized Learning continuum and learning rubric. Continue to train staff on developing personalized learning plans related to the continuum and on the implementation of personalized learning in a variety of settings. Update trainings and resources based on user feedback, as appropriate. <i>Measure: Project update for the personalized learning continuum staff development resources, PLC agendas; Personalized Learning Cohort participation.</i> |

BUDGETED EXPENDITURES

2017-18

| | |
|------------------|---|
| Amount | \$13,000 \$1,310 |
| Source | LCFF Fund 62 |
| Budget Reference | R0000/O1xxx, 3xxx (salaries and benefits) R0000/O4xxx, 5xxx (materials and services) |

2018-19

| | |
|------------------|---|
| Amount | \$13,390 \$1,500 |
| Source | LCFF Fund 62 |
| Budget Reference | R0000/O1xxx, 3xxx (salaries and benefits) R0000/O4xxx, 5xxx (materials and services) |

2019-20

| | |
|------------------|---|
| Amount | \$13,791 \$1,650 |
| Source | LCFF Fund 62 |
| Budget Reference | R0000/O1xxx, 3xxx (salaries and benefits) R0000/O4xxx, 5xxx (materials and services) |

Action **C**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| | |
|------------------------------|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____ |
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____ |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

Market personalized learning through social media and numerous marketing tactics/events based on focus group, marketing committee, and other stakeholder input. Maintain robust Homeschool package.

Measure: Focus group notes, homeschool funds allotment calendar, marketing purchase orders, and marketing events calendar.

2018-19

☐ New ☐ Modified ☒ Unchanged

Market personalized learning through social media and numerous marketing tactics/events based on focus group, marketing committee, and other stakeholder input. Maintain robust Homeschool package.

Measure: Focus group notes, homeschool funds allotment calendar, marketing purchase orders, and marketing events calendar.

2019-20

☐ New ☐ Modified ☒ Unchanged

Market personalized learning through social media and numerous marketing tactics/events based on focus group, marketing committee, and other stakeholder input. Maintain robust Homeschool package.

Measure: Focus group notes, homeschool funds allotment calendar, marketing purchase orders, and marketing events calendar.

BUDGETED EXPENDITURES

2017-18

Amount

\$15,886
\$45,500

Source

LCFF Fund 62

Budget
Reference

R0000/O1xxx, 2xxx, 3xxx
(salaries and benefits)
R0000/O4xxx, 5xxx
(materials and services)

2018-19

Amount

\$16,362
\$30,000

Source

LCFF Fund 62

Budget
Reference

R0000/O1xxx, 2xxx, 3xxx
(salaries and benefits)
R0000/O4xxx, 5xxx
(materials and services)

2019-20

Amount

\$16,853
\$20,000

Source

LCFF Fund 62

Budget
Reference

R0000/O1xxx, 2xxx, 3xxx
(salaries and benefits)
R0000/O4xxx, 5xxx
(materials and services)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds:

Supplemental \$644,846
no concentration

Percentage to Increase or Improve
Services:

10.59%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

All students will receive the services as written in goals 1, 2, 3, 4, and 6 above.

Goals 5A, 5B, 5D, 5E is **specific and principally-directed for unduplicated pupils** as per the sub-goal narratives. Unduplicated pupils will specifically receive services above and beyond the other students, to ensure the charter effectively meets its goals for these qualifying students.

In summary, these goals include:

Continue contracting with urban schools group who specifically coach Principals for unduplicated pupils, increase number of participants;
Continue to increase number of MiFis being used by students who do not have internet access at home; and
Continue to hire and train Assistant Classroom Educators (ACES) for all academy classrooms grades K-5.
Increase services to English Learners.

SAMPLE

2017-18 Attendance & 185 Credentialed Staff Calendar

July 2017 (0 days)

| M | T | W | TH | F |
|----|----|----|----|----|
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |
| 31 | | | | |

August 2017 (4 days)

*Homeschool **Academies

| M | T | W | TH | F |
|-----|----|------|------|------|
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14* | 15 | 16* | 17 | 18 |
| 21 | 22 | 23** | 24** | 25** |
| 28 | 29 | 30 | 31 | |

September 2017 (19 days)

| M | T | W | TH | F |
|----|----|----|----|----|
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

October 2017 (21 days)

| M | T | W | TH | F |
|----|----|----|----|----|
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | 31 | | | |

November 2017 (15 days)

| M | T | W | TH | F |
|----|----|----|----|----|
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | |

December 2017 (10 days)

| M | T | W | TH | F |
|----|----|----|----|----|
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

January 2018 (21 days)

| M | T | W | TH | F |
|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | 31 | | |

February 2018 (18 days)

| M | T | W | TH | F |
|----|----|----|----|----|
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | | |

March 2018 (16 days)

| M | T | W | TH | F |
|----|----|----|----|----|
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 |

April 2018 (21 days)

Easter 4/1

| M | T | W | TH | F |
|----|----|----|----|----|
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | | | | |

May 2018 (22 days)

| M | T | W | TH | F |
|----|----|----|----|----|
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | 31 | |

June 2018 (8 days)

*Homeschool

| M | T | W | TH | F |
|----|-----|----|----|----|
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19* | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

Yellow = Staff Development/Non-Student Day

Green = First Day of Semester

Orange = Last Day of Semester

Blue = Holiday/Non-Student Day

Lavender = 185 Credentialed Staff Off/Non-Student Day

Pink = P1/P2

(1st semester – 87 days; 2nd semester – 88 days)

Holidays:

September 4, 2017 – Labor Day
November 10, 2017 – Veteran's Day honored
November 23, 2017 – Thanksgiving
December 25, 2017 – Christmas Day
January 1, 2018 – New Year's Day
January 15, 2018 – Martin Luther King Day
February 19, 2018 – President's Day
May 28, 2018 – Memorial Day

Recesses:

Thanksgiving: November 20 – 24
Winter: December 18 – January 1
Spring: March 26 – 30

Name _____ # _____ Date _____



My Personalized Learning Path

I CAN 3.1:

Step 1: Prepare for your journey

How confident do I feel about this I CAN? 1 2 3 4

1 NOVICE= I'm just starting to learn this and I don't really understand it yet.

2 APPRENTICE = I'm starting to get it, but I still need someone to coach me through it.

3 PRACTITIONER= I can mostly do it by myself, but I sometimes I get stuck.

4 EXPERT= I understand it well, and I could thoroughly teach it to someone else.

My Learning Path Goal:

What steps will I take to help myself achieve my goal?

1. _____

2. _____

3. _____


Pretest Score: _____ **OUT OF** _____ **%**

Step 2: My Journey

Choose an activity to complete **each day** during your Math PLP time.

Check off the activity you selected once you have completed it and write down the date completed.

P=Project **A**=Activity **T**=Technology **G**=Game

| # | TYPE | Activity |  | Date Completed |
|----|------|---|---|----------------|
| 1 | A | Read "Henry's Freedom Box" by Ellen Levine and complete the story map. | | |
| 2 | A | Choose a passage to read and answer the comprehension questions. | | |
| 3 | P | Choose a graphic organizer or activity and research "Athena". Complete the information. | | |
| 4 | A | Character traits activity: Fill in the blank using a character trait from the word bank. You may use a dictionary to look up definitions if needed. | | |
| 5 | A | Use the task cards to analyze, and practice recognizing character traits. | | |
| 6 | P | After reading a book or passage of your choice, fill out one of the worksheets provided. | | |
| 7 | A | Use the posters to complete the "Folktales Flip Book". | | |
| 8 | A | Read a fictional book of your choice and complete the graphic organizer for beginning, middle, and end. | | |
| 9 | A | Write Your Own Fable! Choose two characters, one setting, and one moral. Then, make a web and plan your writing. | | |
| 10 | A | Folktales cut and sort: Cut out the characteristics of folktales on the second page. Sort the characteristics according to the type of folktale they describe. Glue under the correct folktale. | | |

Step 3: Post Journey Reflections

Now I feel this confident about this I CAN? 1 2 3 4

1 NOVICE= I'm just starting to learn this and I don't really understand it yet.

2 APPRENTICE = I'm starting to get it, but I still need someone to coach me through it.

3 PRACTITIONER= I can mostly do it by myself, but I sometimes I get stuck.

4 EXPERT= I understand it well, and I could thoroughly teach it to someone else.

Did I reach my learning path goal? Why or why not?

Learning Path Scoring Rubric:

| | Possible Points | Points Earned |
|---------------------------------|-----------------|---------------|
| Step#1 Preparing for my journey | 5 | |
| Step #2 The Journey | 15 | |
| Step #3 Post Journey Reflection | 5 | |
| TOTAL | | |

Post test Score: OUT OF %



Springs Power Tools

Learning Strategies for All Students



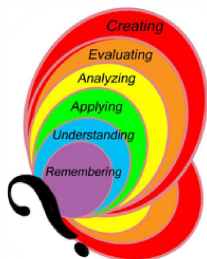
Graphic Organizers— a strategy that encompasses a variety of note-taking formats that show relationships among ideas and helps scaffold learning.



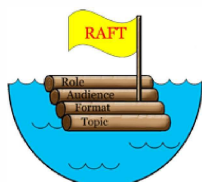
POWER Writing—a strategy to improve writing skills using a process. POWER is an acronym for Plan, Organize, Write, Revise, and Edit and represents the steps in the writing process



SQ3R—a reading strategy used to aid comprehension and access difficult text. The acronym stands for Survey, Question, Read, Recite and Review.



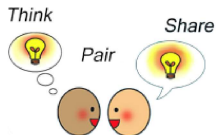
Questioning—a strategy for classifying thinking according to levels of complexity. We think of it as a stairway to encourage higher-level thinking.



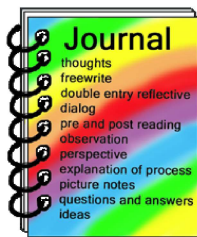
RAFT—a flexible writing strategy. R is for the role of the writer; A is for the audience the writer addresses; F is for the form or format of the writing; T is for the topic of the writing.

Springs Power Tools

Learning Strategies for All Students



Think-Pair-Share— a cooperative learning technique that supports students to think through questions using these three distinct steps.



Journals— a writing strategy to help students process information, organize, reflect and to promote writing fluency.



Sketch-to Stretch—a strategy that teaches students to visualize the main idea and concepts and to stretch their thinking understanding.



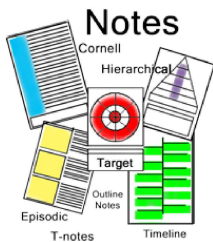
Connect—an active reading strategy that helps students connect to things that they already know about.



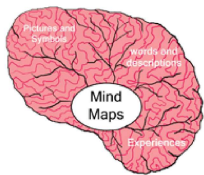
RIP (Repetition, Imagery & Pattern)—a strategy to increase retention through using repetition, images and patterns.

Spirings Power Tools

Learning Strategies for All Students



Notes—a method to help students break-down and organize information.



Mind Maps— a strategy for helping students order and structure their thinking through mentally mapping words or/and concepts.




Summarize—a strategy that helps students to identify the most important ideas in a text.












Cover-and-Tell— a reading comprehension strategy that enables a student to independently, break up their reading into smaller parts, giving them a chance to focus on what they just read and retell the information.



VIP— a strategy is used to support readers in their efforts to navigate through the text, comprehend challenging material, reflect on key points or ideas, make connections, and clarify understanding.

| | | |
|--------------|------------|---|
| Pacing Guide | grade 6 |  |
|--------------|------------|---|

| | ELA | Math | Science/SS | Arts |
|--|---|---|--|---|
| | Reader's and Writer's Workshop | TPS | TPS and NGSS | Integrated through contents |
|  | Diagnostic testing Narrative Writing <ul style="list-style-type: none"> All about me Suggested Reading: <ul style="list-style-type: none"> Stargirl Hatchet <u>CCSS.ELA-LITERACY.W.6.3</u> | Diagnostic testing <ul style="list-style-type: none"> Ordering and comparing Integers GCF/LCF Comparing & Ordering Rational Numbers (6 NS 4, 5, 6, 7, 8) | Earth Sciences: PLATE TECTONICS AND EARTH'S STRUCTURE (MS-ESS2) SS: Origins | TH:Cr1.1.5c: Imagine how a character's inner thoughts impact the story and given characteristics in a drama/theatre work. |
|  | Narrative Writing <ul style="list-style-type: none"> Personal Narratives Suggested Reading: <ul style="list-style-type: none"> Stargirl Hatchet <u>CCSS.ELA-LITERACY.W.6.3</u> | <ul style="list-style-type: none"> Mixed #s Fractions Decimal Operations (6 NS 1, 2, 3, 4) | Earth Sciences: SHAPING EARTH'S SURFACE (MS-ESS2) SS: Ancient Egypt | TH:Cr3.1.5a: Revise and improve an improvised or scripted drama/theatre work through repetition and self-review. |
|  | Informative Writing <ul style="list-style-type: none"> Research Report Suggested Reading: <ul style="list-style-type: none"> The Seeker We're Sailing down the Nile <u>CCSS.ELA-LITERACY.W.6.2</u> | <ul style="list-style-type: none"> Ratio and Rate Data: tables and graphs Measurement Conversions Percents, fractions, decimals (6 RP 1-3 a, b, c) | Physical Sciences: HEAT- THERMAL ENERGY (MS-ESS1, MS-ESS2, MS-PS3) SS: Ancient Egypt | MU:Re7-5b. Demonstrate and explain, citing evidence, how the structure and the use of the elements of music can influence responses to music. |

| | | | | |
|---|---|---|--|--|
|  | <p>Informative Writing</p> <ul style="list-style-type: none"> Research Report <p>Suggested Reading:</p> <ul style="list-style-type: none"> No Talking Journey to the River Sea <p><u>CCSS.ELA-LITERACY.W.6.2</u></p> | <ul style="list-style-type: none"> Exponents Order of operations Prime Factorization Algebraic expression Equivalence (6 EE 1-4, 6 EE 5-8) | <p>Earth Sciences: EARTH'S ENERGY-RADIOATION, CONVENTION CURRENTS (MS-ESS2, MS-PS3)</p> <p>SS: Ancient Greece</p> | <p>MU:Re7.2.5a: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context, (such as social, cultural, and historical).</p> |
|  | <p>Creative Writing</p> <ul style="list-style-type: none"> Poetry book <p>Suggested Reading:</p> <ul style="list-style-type: none"> The Westing Game Various Poems <p><u>CCSS.ELA-LITERACY.W.6.4</u></p> | <ul style="list-style-type: none"> Equations Inequalities Coordinate plane (6 EE 9, 6 G 1-4) | <p>Life Sciences: ECOLOGY (MS-LS2)</p> <p>SS: Ancient China</p> | <p>DA:Pr5-5c. Collaborate with peer ensemble members to repeat sequences, synchronize actions, solve interactive movement problems, and refine spatial relationships to improve performance quality.</p> |
|  | <p>Argument Writing</p> <ul style="list-style-type: none"> Argument and opinion <p>Suggested Reading:</p> <ul style="list-style-type: none"> Percy Jackson and the Lightning Thief <p><u>CCSS.ELA-LITERACY.W.6.1</u></p> | <ul style="list-style-type: none"> Area of polygons Distance Polygons on the Coordinate plane (6 G 1-4) | <p>Earth Sciences: RESOURCES (MS-ESS3, MS-PS3)</p> <p>SS: Ancient India</p> | <p>VA:Cr1-5b. Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.</p> |
|  | <p>Argument Writing</p> <ul style="list-style-type: none"> Argument and opinion <p>Suggested Reading:</p> <ul style="list-style-type: none"> Percy Jackson and the Lightning Thief <p><u>CCSS.ELA-LITERACY.W.6.1</u></p> | <ul style="list-style-type: none"> Nets & Surface area Volume Measures of central tendency Box plots and data (6 SP 1-5) | <p>INVESTIGATION AND EXPERIMENTATION</p> <p>SS: Ancient Rome</p> | <p>MA:Cr2.1.5: Develop, present, and test ideas, plans, models and proposals for media arts productions, considering the artistic goals and audience.</p> |
|  | <p>CAASPP Prep and Testing</p> | <p>CAASPP Prep and Testing</p> | <p>CAASPP Prep and Testing</p> | <p>CAASPP Prep and Testing</p> |
|  | <p>I CAN! Review Onramp to next grade Demonstration of Mastery</p> | <p>I CAN! Review Onramp to next grade Demonstration of Mastery</p> | <p>Review Demonstration of Mastery</p> | <p>Review Demonstration of Mastery</p> |



PARENT CERTIFICATION



Empowering Parents

Springs Charter Schools is excited to offer our Parent Certification Program for our homeschool parents.

Our goal is to empower parents to provide the best educational experience for their students by providing additional training and support.

Upon completion of all requirements, parents will receive:



Homeschool Certification through SCS
Recognition as a member of an elite community of homeschool parents
and....



An additional bonus of \$200 in instructional funds per family

REQUIREMENTS



COMPLETE 3
CORE COURSES



4 ELECTIVES



1 FINAL PROJECT

CORE COURSES

Three core courses are completed online and provide support in the following areas:

Course 1: Educational Philosophy, goal setting, pacing, planning, and scheduling.

Course 2: Brain based instructional strategies

Course 3: Assessment as Instruction



ELECTIVES

Four electives can be met by the following options:

Attendance at the SCS Annual Curriculum Conference in August (this counts as 2 electives)

Attendance at SCS Workshops offered throughout the year

Attendance at an outside, pre-approved, conference or training

Read and review an educational book

Be a part of an active Coop

Participate with your student in the Writing Contest, Science Fair, and/or Meet the Expert



FINAL PROJECT

This is a parent choice project that is required to demonstrate one aspect of what you have learned through the Parent Certification Program and how you have applied it to your own homeschooling experience. You can complete your pre-approved project in a variety of ways, such as a poster presentation, a brochure, portfolio of student work, year plan/outline, etc.



RENEWAL

Parents whom are already certified and would like to renew their certification complete the following requirements:

Completion of SPREE Course 4
Final project (presenting is optional)
Complete 3 elective classes

Grade 9 Scope & Sequence

BIOLOGY 1A & B Curriculum Guide Pacing: 2015-16

Biology 1A & B Semester 1

| Units | Dates | I CAN/Key Assignment |
|---|----------------------|---|
| Cell Structures and Functions | Lessons 1-6 | I CAN describe the structure and function of the cell membrane, mitochondria, and chloroplasts and relate these functions to the organism's systems. OARS Biology Practice Quiz #1 |
| Cellular Respiration and Photosynthesis | Lessons 7-8 | I CAN describe the processes of cellular respiration and photosynthesis. OARS Biology Practice Quiz #2 Key Assignment #1 (Cell Performance Task) |
| Genetics | Lessons 9-10 | I CAN identify dominant and recessive traits and describe how half of an individual's DNA comes from each parent. OARS Biology Practice Quiz #3 |
| Milestone #1 | Week 10 | Milestone #1 (Window October 20-October 30) |
| Molecular Biology | Lesson 11-12 | I CAN describe how the DNA in the cell's nucleus contains the information system to copy itself, to make all proteins necessary for life and relate it to the organism's survival. OARS Biology Practice Quiz #4 Key Assignment #2 (Genetics Performance Task) |
| Genetic Mutations | Lesson 13 | I CAN describe how the DNA in the cell's nucleus contains the information system to copy itself, to make all proteins necessary for life and relate it to the organism's survival. |
| Science Fair Project | Lessons 15-16 | I CAN use the scientific process to problem solve and develop the steps of a science or engineering experiment. (This includes designing an experiment that tests one variable at a time, identifying the independent and dependent variables and the control group, identifying constants to control, collecting data, graphing data, analyzing data, and relating conclusions to the original hypothesis). OARS Biology Practice Quiz #5 |
| Milestone #2 | Lessons 17-18 | Milestone Test #2 (Window January 11-January 21) |
| Science Fair Project | Lessons 17-18 | I CAN use the scientific process to problem solve and develop the steps of a science or engineering experiment. (This includes designing an experiment that tests one variable at a time, identifying the independent and dependent variables and the control group, identifying constants to control, collecting data, graphing data, analyzing data, and relating conclusions to the original hypothesis). Key Assignment #3 (Student Selected Experimental Design) |

Milestone #1 covers the following I CANs

- I CAN describe the structure and function of the cell membrane, mitochondria, and chloroplasts and relate these functions to the organism's systems.
- I CAN describe the processes of cellular respiration and photosynthesis
- I CAN identify dominant and recessive traits and describe how half of an individual's DNA comes from each parent.

Milestone #2 covers the following I CANs:

- I CAN describe the structure and function of the cell membrane, mitochondria, and chloroplasts and relate these functions to the organism's systems.
- I CAN describe the processes of cellular respiration and photosynthesis
- I CAN identify dominant and recessive traits and describe how half of an individual's DNA comes from each parent.
- I CAN describe how the DNA in the cell's nucleus contains the information system to copy itself, to make all proteins necessary for life and relate it to the organism's survival.

BIOLOGY (Integrated) Curriculum Guide Pacing: 2015-16

Biology (Integrated) Semester 2

| Units | Dates | I CAN/Key Assignment |
|--------------------------------|---------------|---|
| Ecology | Lessons 1-3 | I CAN relate alteration of habitats, birth rates, immigration, emigration, and death to their effect on an ecosystem. OARS Biology Practice Quiz #6 Key Assignment #4 (Ecosystem Performance Task) |
| Natural Selection | Lessons 4-6 | I CAN describe the four main components of natural selection, which is adaptation over time, competition, survival of the fittest, organisms produce more offspring than the environment supports, and there is variation in any population. OARS Biology Practice Quiz #7 |
| Animal Behavior | Lessons 7 | I CAN describe the basics of animal behavior including social behavior, mating behavior, and altruism. OARS Biology Practice Quiz #8 |
| Milestone #3 | | Milestone Test #3 (Window February 22- March 4) * Occurs during Week 5 |
| Physiology | Lessons 8-10 | I CAN describe how the nervous system uses control mechanisms in the human body for maintaining the body and cellular systems physiological balance (homeostasis). I CAN relate how the immune system protects against bacterial and viral infections. OARS Biology Practice Quiz #9 Key Assignment #5 (Human Physiology Performance Task) |
| Plants | Lesson 11 | |
| Simple Animals & Invertebrates | Lessons 12-13 | |
| Vertebrates | Lessons 14-16 | Key Assignment #6 (Animal Behavior Performance Task) |
| Milestone #4 | Lessons 17-18 | Milestone Test #4 (Window May 23- June 3) |

Milestone #3 covers the following I CANs:

- I CAN describe the structure and function of the cell membrane, mitochondria, and chloroplasts and relate these functions to the organism's systems.
- I CAN describe the processes of cellular respiration and photosynthesis
- I CAN identify dominant and recessive traits and describe how half of an individual's DNA comes from each parent.
- I CAN describe how the DNA in the cell's nucleus contains the information system to copy itself, to make all proteins necessary for life and relate it to the organism's survival.
- I CAN use the scientific process to problem solve and develop the steps of a science or engineering experiment.
- I CAN relate alteration of habitats, birth rates, immigration, emigration, and death to their effect on an ecosystem.
- I CAN describe the four main components of natural selection, which is adaptation over time, competition, survival of the fittest, organisms produce more offspring than the environment supports, and there is variation in any population.

Milestone #4 covers the following I CANs:

- I CAN describe the four main components of natural selection, which is adaptation over time, competition, survival of the fittest, organisms produce more offspring than the environment supports, and there is variation in any population.
- I CAN describe the basics of animal behavior including social behavior, mating behavior, and altruism.
- I CAN describe how the nervous system uses control mechanisms in the human body for maintaining the body and cellular systems physiological balance (homeostasis).
- I CAN relate how the immune system protects against bacterial and viral infections.

English 1 Semester 1

| Units | Dates | I CAN/Key Assignment |
|--|----------------------|--|
| Short Stories and Literary Elements | Lessons 1-4 | <p>I CAN analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>I CAN demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Focus on the following concepts: knowing difference between main and subordinate clauses, avoiding sentence fragments, and punctuating complex and compound sentences; punctuating with colons, semicolons, hyphens, and ellipses; using gerund, participle and infinitive phrases)</p> <p>I CAN write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Key Assignment #1 (Informational Text—Brochure)</p> |
| Research Writing and Biography | Lessons 5-8 | <p>I CAN cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>I CAN conduct research projects to answer questions to solve a problem using multiple sources on the subject. Students will write and edit work using MLA guidelines.</p> <p>I CAN produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Key Assignment #2 (Biography—Citing Evidence from Research Source)</p> |
| Novel: <i>Of Mice & Men</i> | Lessons 9-12 | <p>Milestone Test #1 (Window October 19-October 30)</p> <p>I CAN cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>I CAN analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>I CAN determine a central idea of an informational or literary text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide a summary of the text. Key Assignment #3 (Complex Character Essay)</p> |
| Drama: <i>Romeo and Juliet</i> | Lessons 13-16 | <p>I CAN analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>Students will analyze how an author draws on and transforms source material in a specific work.</p> |

ENGLISH 1 Curriculum Guide Pacing: 2015-16

| Milestone Test #2 (Final Exam) | Lessons 17-18 | Study Guide Review, Milestone #2 |
|--------------------------------|---------------|----------------------------------|
|--------------------------------|---------------|----------------------------------|

Students will also complete the following in homeschool through weekly and monthly online seminars and academy through classroom participation: **I CAN initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.**

Milestone #1 covers the following I CANs:

I CAN analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

I CAN demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Focus on the following concepts: knowing difference between main and subordinate clauses, avoiding sentence fragments, and punctuating complex and compound sentences; punctuating with colons, semicolons, hyphens, and ellipses; using gerund, participle and infinitive phrases)

I CAN cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

I CAN conduct research projects to answer questions to solve a problem using multiple sources on the subject. Students will write and edit work using MLA guidelines.

Milestone #2 covers the following I CANs:

I CAN analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

I CAN demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Focus on the following concepts: knowing difference between main and subordinate clauses, avoiding sentence fragments, and punctuating complex and compound sentences; punctuating with colons, semicolons, hyphens, and ellipses; using gerund, participle and infinitive phrases)

I CAN cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

I CAN conduct research projects to answer questions to solve a problem using multiple sources on the subject. Students will write and edit work using MLA guidelines.

I CAN determine a central idea of an informational or literary text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide a summary of the text.

I CAN write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

| Assignment | |
|------------|---|
| | N demonstrate command of the conventions of standard English capitalization, punctuation, and spelling (Focus on the following concepts: knowing difference between main and subordinate clauses, avoiding run-on sentences, and punctuating complex and compound sentences; punctuating with colons, semicolons, hyphens, and dashes; using parentheses and em-dashes correctly; using gerund, participle and infinitive phrases) |
| | Identify and analyze an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. |
| | Analyze informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and effectively through the effective selection, organization, and analysis of content. Students will create a multimedia presentation. |
| | Develop a central idea of an informational or literary text and analyze its development over the course of the text, showing how it emerges and is shaped and refined by specific details; provide a summary of the text. |
| | Develop a central idea of a literary text and analyze its development over the course of the text, including how it is shaped and refined by specific details; provide a summary of the text. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text and interact with other characters, and advance the plot or develop the theme. |
| | Identify an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. Write clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, audience, and subject matter, reflecting the analysis of the topic or issue. |
| | Unit #4 (Universal Theme Analysis Essay) Use research projects to answer questions to solve a problem using multiple sources on the subject. Students will work using MLA guidelines. Using strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences about it. |

ENGLISH 1 Curriculum Guide Pacing: 2015-16

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| | | <p>I CAN write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>I CAN produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Key Assignment #5 (Compare and Contrast Essay)</p> |
| Epic Poetry: <i>The Odyssey</i> | Lessons 11-13 | <p>I CAN write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Students will analyze how an author draws on and transforms source material in a specific work.</p> |
| Narrative Writing Unit and Poetry | Lessons 14-16 | <p>I CAN identify characteristics of narrative writing and write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (Students will need to know the characteristics of narrative writing and be able to analyze a sample narrative for its characteristics in addition to writing a narrative of their own.)</p> <p>Key Assignment #6 (Autobiographical Narrative)</p> |
| Milestone #4 | Lessons 17-18 | Semester Final Exam Review and Essay Preparation |

Students will also complete the following in homeschool through weekly and monthly online seminars and academy through classroom participation: **I CAN initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.**

Milestone #4 will cover the following I CANs:

- I CAN demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Focus on the following concepts: knowing difference between main and subordinate clauses, avoiding sentence fragments, and punctuating complex and compound sentences; punctuating with colons, semicolons, hyphens, and ellipses; using gerund, participle and infinitive phrases)
- I CAN cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- I CAN write and edit work using MLA guidelines.
- I CAN analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- I CAN determine a central idea of an informational or literary text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide a summary of the text.

ENGLISH 1 Curriculum Guide Pacing: 2015-16

- I CAN write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- I CAN determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- I CAN produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- I CAN identify characteristics of narrative writing and write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

MATH 1 Curriculum Guide Pacing: 2015-16

Math 1 Semester 1

| Units | Dates | I CAN/Key Assignment |
|---------------------------------------|----------------|--|
| Solving Equations and Inequalities | Lessons 1-5 | I CAN create and solve multi-step equations and inequalities. |
| Introduction to Functions | Lessons 6-8 | I CAN use algebra to understand, represent and describe functions. Key Assignment #1 (Using slope and y intercepts to graph a line) |
| Linear Functions | Lessons 9-11 | I CAN understand and graph linear functions (including absolute value). |
| Milestone #1 | Week 10 | Milestone #1 (Window October 20-October 30) |
| Systems of Equations and Inequalities | Lesson 12-14 | I CAN solve systems of equations and inequalities. Key Assignment #2 (Systems of Equations Project) |
| Exponents and Exponential Functions | Lesson 15-16 | I CAN understand, manipulate, simplify and graph exponents and their function (including radicals). Key Assignment #3 (Exponential Function Application) |
| Milestone #2 | Week 16 | Milestone #2 (Window January 11 - January 21) |
| Data Analysis | Lessons 17-18 | I CAN collect, analyze, and interpret data and make predictions using a model. |

Milestone #1 covers the following I CANs:

- I CAN create and solve multi-step equations and inequalities
- I CAN use algebra to understand represent and describe functions.
- I CAN understand and graph linear functions (including absolute value).

Milestone #2 covers the following I CANs:

- I CAN create and solve multi-step equations and inequalities
- I CAN use algebra to understand represent and describe functions.
- I CAN understand and graph linear functions (including absolute value).
- I CAN solve systems of equations and inequalities.
- I CAN understand, manipulate, simplify and graph exponents and their function (including radicals).

Spanish 1 Semester 1

| Units | Dates | I CAN/Key Assignment |
|--|----------------------|---|
| Chapter 1: Hola, ¿qué tal? | Lessons 2-6 | I CAN use greetings and introductions and ask or tell what someone is like and describe myself or someone else. I will learn and be able to use Nouns and articles in Spanish, paying attention to gender and number. I will learn and be able to tell time. Key Assignment #1 (Write a postcard telling about yourself) |
| Chapter 2: En la universidad | Lessons 7-11 | I CAN tell what subjects I take in school and express some opinions about them and can talk about school and school activities. I CAN learn and will be able to know how to conjugate and use regular verbs that end with –ar. I CAN learn and be able to use numbers in Spanish. I CAN learn the difference between verbs ser and estar and know how to conjugate them in the present tense. Key Assignment #2 (Write about your classes.) |
| Milestone #1 | | Milestone #1 (Window October 20 – October 30) |
| Chapter 3: La familia | Lessons 12-16 | I CAN describe my home, my family and various occupations. I will learn and be able to use Descriptive adjectives and Possessive adjectives. I will learn and be able to conjugate and use regular verbs that end with –er and –ir. I will learn about the culture of Spanish Speakers in the United States, Canada, Spain and Ecuador. Key Assignment #3 (Un Mensaje Electrónico) |
| Final exam review and Testing | Lessons 17-18 | Week 17: Final Exam Review Week 18: Final Testing: Milestone 2 |
| Milestone #2 | | Milestone #2 (Window January 11-January 21) |
| | | |
| | | |

Milestone #1 covers the following I CANs

- I CAN use greetings and introductions and ask or tell what someone is like and describe myself or someone else
- I CAN use Nouns and articles in Spanish, paying attention to gender and number.
- I CAN tell time.
- I CAN tell what subjects I take in school and express some opinions about them and can talk about school and school activities
- I CAN know how to conjugate and use regular verbs that end with –ar
- I CAN learn and be able to use numbers in Spanish
- I CAN learn the difference between verbs ser and estar and know how to conjugate them in the present tense.

Milestone #2 covers the following I CANs:

- I CAN use greetings and introductions and ask or tell what someone is like and describe myself or someone else
- I CAN use Nouns and articles in Spanish, paying attention to gender and number.
- I CAN tell time.
- I CAN tell what subjects I take in school and express some opinions about them and can talk about school and school activities
- I CAN know how to conjugate and use regular verbs that end with –ar
- I CAN learn and be able to use numbers in Spanish
- I CAN learn the difference between verbs ser and estar and know how to conjugate them in the present tense.
- I CAN describe my home, my family and various occupations
- I CAN use Descriptive adjectives and Possessive adjectives
- I CAN conjugate and use regular verbs that end with –er and –ir
- I CAN learn about the culture of Spanish Speakers in the United States, Canada, Spain and Ecuador.

Spanish Curriculum Guide Pacing: 2015-16

Spanish Semester 2

| Units | Dates | I CAN/Key Assignment |
|---|-------------------|--|
| Chapter 4: Los pasatiempos | Lessons 1-4 | I CAN talk about pastimes, team sports and other athletic activities. I will learn and be able to use the verb ir in the present tense and will learn and be able to use stem changing e > ie, o > ue, e > i verbs OARS Spanish 1 Practice Quiz #4 Key Assignment #4 (Un día típico) |
| Chapter 5: Las vacaciones | Lessons 5-8 | I CAN talk about vacations and travel. I will learn and be able to use the present progressive tense, learn and be able to use major differences in the use of ser and estar and will learn and be able to use Direct object nouns and pronouns.. Key Assignment #5 (Antes del viaje) |
| Chapter 6: De compras | Lessons 9-12 | I CAN talk about the seasons of the year and the weather. I will be able to use indirect object pronouns. I will learn and be able to shop for clothing and will be able to talk about past actions and events using the preterite tense. Key Assignment #6 (Mi Última Compra) |
| Milestone #3 | | Milestone #3 (Window February 22-March 4)) |
| Chapter 7: La rutina diaria | Lessons 13-16 | I CAN talk about personal hygiene and minor illnesses. I CAN learn and be able to use: reflexive verbs; ser and ir in the preterite tense and verbs like gustar. I will learn about the culture of Spanish Speakers in Mexico, Puerto Rico, Cuba, and Peru. |
| Final exam review and Final testing | Lessons 17-18 | Week 17: Final Exam Review Week 18: Final Testing: Milestone 4 |
| Milestone #4 | Week 17/18 | Milestone #4 (Window May 23-June 3) |

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Milestone #3 covers the following I CANs:

- I CAN talk about pastimes, team sports and other athletic activities
- I CAN use the verb ir in the present tense
- I CAN use stem changing e > ie, o > ue, e > i verbs
- I CAN talk about vacations and travel
- I CAN use the present progressive tense
- I CAN use major differences in the use of ser and estar
- I CAN use Direct object nouns and pronouns
- I CAN talk about the seasons of the year and the weather
- I CAN use indirect object pronouns
- I CAN shop for clothing
- I CAN talk about past actions and events using the preterite tense.

Milestone #4 covers the following I CANs:

- I CAN talk about personal hygiene and minor illnesses
- I CAN use: reflexive verbs; ser and ir in the preterite tense and verbs like gustar

I CAN know about the culture of SpanishSpeakers in Mexico, Puerto Rico, Cuba, and Peru.

Visual Arts 1A

Curriculum Guide Pacing: 2015-2016

Visual Arts 1A Semester 1

| Units | Dates | I CAN/Key Assignment |
|---|--------------------|--|
| Elements of Art/Principles of Design | Lessons 1-4 | <p>I CAN develop the ability to plan and execute a visual idea.</p> <p>I CAN enhance my reading and writing skills by researching and organizing information.</p> <p>I CAN enhance my communication skills by participating in weekly discussions.</p> <p>I CAN demonstrate note-taking, developing an art vocabulary, and relate written/spoken vocabulary to art concepts and processes.</p> <p>I CAN read articles, biographical sketches, historical accounts, theories, and/or other written materials.</p> <p>I CAN research and study the historical background of a given culture or artist and complete a project based on that particular style.</p> <p>I CAN identify the principles and elements of design and describe the principles of design.</p> |
| Techniques and Composition Review | Lessons 5-7 | <p>I CAN develop the ability to plan and execute a visual idea.</p> <p>I CAN enhance my reading and writing skills by researching and organizing information.</p> <p>I CAN enhance my communication skills by participating in weekly discussions.</p> <p>I CAN demonstrate note-taking, developing an art vocabulary, and relate written/spoken vocabulary to art concepts and processes.</p> <p>I CAN read articles, biographical sketches, historical accounts, theories, and/or other written materials.</p> <p>I CAN research and study the historical background of a given culture or artist and complete a project based on that particular style.</p> <p>I CAN complete an artist critique of a painting, drawing, or sculpture by providing professional feedback and observation.</p> <p>I CAN demonstrate my abilities with different media choices and prepare a portfolio of two-dimensional works.</p> <p>I CAN demonstrate knowledge of various media, shapes, arrangements of shapes, principles of design, and aesthetic qualities.</p> <p>I CAN solve art problems dealing with measurement, mathematical functions, and numerical calculations</p> |

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| Art Criticism and Aesthetics | Lessons 8-10 | <p>I CAN develop the ability to plan and execute a visual idea.</p> <p>I CAN enhance my reading and writing skills by researching and organizing information.</p> <p>I CAN enhance my communication skills by participating in weekly discussions.</p> <p>I CAN demonstrate note-taking, developing an art vocabulary, and relate written/spoken vocabulary to art concepts and processes.</p> <p>I CAN read articles, biographical sketches, historical accounts, theories, and/or other written materials.</p> <p>I CAN research and study the historical background of a given culture or artist and complete a project based on that particular style.</p> <p>I CAN complete an artist critique of a painting, drawing, or sculpture by providing professional feedback and observation.</p> <p>I CAN solve art problems dealing with measurement, mathematical functions, and numerical calculations.</p> |
| Artistic Interpretation of the Human Form | Lesson 14-16 | <p>I CAN develop the ability to plan and execute a visual idea.</p> <p>I CAN enhance my reading and writing skills by researching and organizing information.</p> <p>I CAN enhance my communication skills by participating in weekly discussions.</p> <p>I CAN demonstrate note-taking, developing an art vocabulary, and relate written/spoken vocabulary to art concepts and processes.</p> <p>I CAN read articles, biographical sketches, historical accounts, theories, and/or other written materials.</p> <p>I CAN research and study the historical background of a given culture or artist and complete a project based on that particular style.</p> <p>I CAN solve art problems dealing with measurement, mathematical functions, and numerical calculations.</p> |
| The Art of Early Civilizations - Minoan | Lesson 19-22 | <p>I CAN develop the ability to plan and execute a visual idea.</p> <p>I CAN enhance my reading and writing skills by researching and organizing information.</p> <p>I CAN enhance my communication skills by participating in weekly discussions.</p> <p>I CAN demonstrate note-taking, developing an art vocabulary, and relate written/spoken vocabulary to art concepts and processes.</p> <p>I CAN read articles, biographical sketches, historical accounts, theories, and/or other written materials.</p> <p>I CAN research and study the historical background of a given culture or artist and complete a project based on that particular style.</p> <p>I CAN become aware of the cultural contributions throughout the history of art.</p> <p>I CAN become aware of the many cultural contributions to art.</p> <p>I CAN become aware of the many varieties of cultural contributions to art.</p> |

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| Classical Art-Medieval Culture | Lessons 23-26 | <p>I CAN develop the ability to plan and execute a visual idea.</p> <p>I CAN enhance my reading and writing skills by researching and organizing information.</p> <p>I CAN enhance my communication skills by participating in weekly discussions.</p> <p>I CAN demonstrate note-taking, developing an art vocabulary, and relate written/spoken vocabulary to art concepts and processes.</p> <p>I CAN read articles, biographical sketches, historical accounts, theories, and/or other written materials.</p> <p>I CAN research and study the historical background of a given culture or artist and complete a project based on that particular style.</p> <p>I CAN complete an artist critique of a painting, drawing, or sculpture by providing professional feedback and observation.</p> <p>CAN become aware of the cultural contributions throughout the history of art.</p> <p>I CAN become aware of the many cultural contributions to art.</p> <p>I CAN become aware of the many varieties of cultural contributions to art.</p> <p>I CAN understand how art techniques and processes interrelate with advancements in modern technology.</p> |
| Roman Art-Renaissance | Lessons 27-30 | <p>I CAN develop the ability to plan and execute a visual idea.</p> <p>I CAN enhance my reading and writing skills by researching and organizing information.</p> <p>I CAN enhance my communication skills by participating in weekly discussions.</p> <p>I CAN demonstrate note-taking, developing an art vocabulary, and relate written/spoken vocabulary to art concepts and processes.</p> <p>I CAN read articles, biographical sketches, historical accounts, theories, and/or other written materials.</p> <p>I CAN research and study the historical background of a given culture or artist and complete a project based on that particular style.</p> <p>I CAN complete an artist critique of a painting, drawing, or sculpture by providing professional feedback and observation.</p> <p>CAN become aware of the cultural contributions throughout the history of art.</p> <p>I CAN become aware of the many cultural contributions to art.</p> <p>I CAN become aware of the many varieties of cultural contributions to art.</p> <p>I CAN understand how art techniques and processes interrelate with advancements in modern technology.</p> |
| Final Artistic Project | Lessons 31-33 | Semester A wrap up and review |
| Milestone #2 | Week 35-36 | |

Milestone #2 covers the following I CANs:

- I CAN complete an artist critique of a painting, drawing, or sculpture by providing professional feedback and observation.
- I CAN develop the ability to plan and execute a visual idea.
- I CAN demonstrate my abilities with different media choices and prepare a portfolio of two-dimensional works.
- I CAN create works of art that is cross-cultural from history and/or literature.
- I CAN demonstrate knowledge of various media, shapes, arrangements of shapes, principles of design, and aesthetic qualities.
- I CAN identify the principles and elements of design and describe the principles of design.
- I CAN enhance my reading and writing skills by researching and organizing information.
- I CAN identify the principles and elements of design and describe the principles of design
- I CAN enhance my communication skills by participating in weekly discussions.
- I CAN demonstrate note-taking, developing an art vocabulary, and relate written/spoken vocabulary to art concepts and processes.
- I CAN solve art problems dealing with measurement, mathematical functions, and numerical calculations.
- I CAN read articles, biographical sketches, historical accounts, theories, and/or other written materials.
- I CAN become aware of the cultural contributions throughout the history of art.
- I CAN become aware of the many cultural contributions to art.
- I CAN research and study the historical background of a given culture or artist and complete a project based on that particular style.
- I CAN become aware of the many varieties of cultural contributions to art.
- I CAN understand how art techniques and processes interrelate with advancements in modern technology.

PHYSICAL EDUCATION Curriculum Guide Pacing: 2015-16

PHYSICAL EDUCATION Semester 1

| Units | Dates | I CAN/Activities |
|------------------------------|-----------------|---|
| Intro to FITT | Week 1 | <p>I CAN participate in physical activity</p> <p>I CAN develop motor skills, practice fundamental movement, and analyze purposeful movement.</p> <p>I CAN develop appropriate social behaviors by working both independently, in small groups, and as a team.</p> <p>I CAN develop a positive self-image and self-discipline.</p> <p>I CAN recognize the nature of physical fitness components.</p> <p>I CAN develop and maintain the highest possible level of physical fitness and wellness to meet the demands of high-level physical performance.</p> <p>I CAN maintain a high level of cooperation</p> <p>Activity: Physical Intensity Heart Rate Project</p> |
| Staying FITT | Week 2-4 | <p>I CAN participate in physical activity</p> <p>I CAN develop motor skills, practice fundamental movement, and analyze purposeful movement.</p> <p>I CAN develop appropriate social behaviors by working both independently, in small groups, and as a team.</p> <p>I CAN develop a positive self-image and self-discipline.</p> <p>I CAN recognize the nature of physical fitness components.</p> <p>I CAN develop and maintain the highest possible level of physical fitness and wellness to meet the demands of high-level physical performance.</p> <p>I CAN maintain a high level of cooperation</p> |
| President's Challenge | Week 5 | <p>I CAN participate in physical activity</p> <p>I CAN develop personal goal-setting skills and program for lifetime recreation.</p> <p>I CAN develop motor skills, practice fundamental movement, and analyze purposeful movement.</p> <p>I CAN develop appropriate social behaviors by working both independently, in small groups, and as a team.</p> <p>I CAN develop a positive self-image and self-discipline.</p> <p>I CAN recognize the nature of physical fitness components.</p> <p>I CAN develop and maintain the highest possible level of physical fitness and wellness to meet the demands of high-level physical performance.</p> <p>I CAN maintain a high level of cooperation</p> <p>I CAN identify and acquire values in maintaining a level of physical fitness.</p> <p>Activity : President's Challenge Pre-Test</p> |

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| Staying FITT | Week 6-8 | <p>I CAN participate in physical activity</p> <p>I CAN develop motor skills, practice fundamental movement, and analyze purposeful movement.</p> <p>I CAN develop appropriate social behaviors by working both independently, in small groups, and as a team.</p> <p>I CAN develop a positive self-image and self-discipline.</p> <p>I CAN recognize the nature of physical fitness components.</p> <p>I CAN develop and maintain the highest possible level of physical fitness and wellness to meet the demands of high-level physical performance.</p> <p>I CAN maintain a high level of cooperation</p> |
| Nutrition | Week 9 | <p>I CAN participate in physical activity</p> <p>I CAN develop motor skills, practice fundamental movement, and analyze purposeful movement.</p> <p>I CAN develop appropriate social behaviors by working both independently, in small groups, and as a team.</p> <p>I CAN develop a positive self-image and self-discipline.</p> <p>I CAN recognize the nature of physical fitness components.</p> <p>I CAN develop and maintain the highest possible level of physical fitness and wellness to meet the demands of high-level physical performance.</p> <p>I CAN maintain a high level of cooperation</p> <p>Activity : Personal Nutrition Plan</p> |
| Staying FITT | Week 10-12 | <p>I CAN participate in physical activity</p> <p>I CAN develop motor skills, practice fundamental movement, and analyze purposeful movement.</p> <p>I CAN develop appropriate social behaviors by working both independently, in small groups, and as a team.</p> <p>I CAN develop a positive self-image and self-discipline.</p> <p>I CAN recognize the nature of physical fitness components.</p> <p>I CAN develop and maintain the highest possible level of physical fitness and wellness to meet the demands of high-level physical performance.</p> <p>I CAN maintain a high level of cooperation</p> |
| The Physiology of Fitness | Week 13 | <p>I CAN participate in physical activity</p> <p>I CAN develop motor skills, practice fundamental movement, and analyze purposeful movement.</p> <p>I CAN develop appropriate social behaviors by working both independently, in small groups, and as a team.</p> <p>I CAN develop a positive self-image and self-discipline.</p> <p>I CAN recognize the nature of physical fitness components.</p> <p>I CAN develop and maintain the highest possible level of physical fitness and wellness to meet the demands of high-level physical performance.</p> <p>I CAN maintain a high level of cooperation</p> <p>Activity : Healthy Heart/Muscle Stretch Project</p> |

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| Staying FITT | Week 14-16 | <p>I CAN participate in physical activity</p> <p>I CAN develop motor skills, practice fundamental movement, and analyze purposeful movement.</p> <p>I CAN develop appropriate social behaviors by working both independently, in small groups, and as a team.</p> <p>I CAN develop a positive self-image and self-discipline.</p> <p>I CAN recognize the nature of physical fitness components.</p> <p>I CAN develop and maintain the highest possible level of physical fitness and wellness to meet the demands of high-level physical performance.</p> <p>I CAN maintain a high level of cooperation</p> |
| President's Challenge Post-Test | Week 17 | <p>Activity : Presidents Challenge Post Evaluation</p> <p>I CAN participate in physical activity</p> <p>I CAN develop motor skills, practice fundamental movement, and analyze purposeful movement.</p> <p>I CAN develop appropriate social behaviors by working both independently, in small groups, and as a team.</p> <p>I CAN develop a positive self-image and self-discipline.</p> <p>I CAN identify and acquire values in maintaining a level of physical fitness.</p> <p>I CAN recognize the nature of physical fitness components.</p> <p>I CAN develop and maintain the highest possible level of physical fitness and wellness to meet the demands of high-level physical performance.</p> <p>I CAN maintain a high level of cooperation</p> |
| Staying FITT | Week 18 | <p>I CAN participate in physical activity</p> <p>I CAN develop motor skills, practice fundamental movement, and analyze purposeful movement.</p> <p>I CAN develop appropriate social behaviors by working both independently, in small groups, and as a team.</p> <p>I CAN develop a positive self-image and self-discipline.</p> <p>I CAN recognize the nature of physical fitness components.</p> <p>I CAN develop and maintain the highest possible level of physical fitness and wellness to meet the demands of high-level physical performance.</p> <p>I CAN maintain a high level of cooperation</p> |

PHYSICAL EDUCATION Semester 2

| Units | Dates | I CAN/Activities |
|------------------------------|-----------------|---|
| Intro to FITT | Week 1 | <p>I CAN participate in physical activity</p> <p>I CAN develop motor skills, practice fundamental movement, and analyze purposeful movement.</p> <p>I CAN develop appropriate social behaviors by working both independently, in small groups, and as a team.</p> <p>I CAN develop a positive self-image and self-discipline.</p> <p>I CAN recognize the nature of physical fitness components.</p> <p>I CAN develop and maintain the highest possible level of physical fitness and wellness to meet the demands of high-level physical performance.</p> <p>I CAN maintain a high level of cooperation</p> <p>Activity : Design a Fitness Plan</p> |
| Staying FITT | Week 2-4 | <p>I CAN participate in physical activity</p> <p>I CAN develop motor skills, practice fundamental movement, and analyze purposeful movement.</p> <p>I CAN develop appropriate social behaviors by working both independently, in small groups, and as a team.</p> <p>I CAN develop a positive self-image and self-discipline.</p> <p>I CAN recognize the nature of physical fitness components.</p> <p>I CAN develop and maintain the highest possible level of physical fitness and wellness to meet the demands of high-level physical performance.</p> <p>I CAN maintain a high level of cooperation</p> |
| President's Challenge | Week 5 | <p>I CAN participate in physical activity</p> <p>I CAN develop personal goal-setting skills and program for lifetime recreation.</p> <p>I CAN develop motor skills, practice fundamental movement, and analyze purposeful movement.</p> <p>I CAN develop appropriate social behaviors by working both independently, in small groups, and as a team.</p> <p>I CAN develop a positive self-image and self-discipline.</p> <p>I CAN recognize the nature of physical fitness components.</p> <p>I CAN develop and maintain the highest possible level of physical fitness and wellness to meet the demands of high-level physical performance.</p> <p>I CAN maintain a high level of cooperation</p> <p>I CAN identify and acquire values in maintaining a level of physical fitness.</p> <p>Activity: President's Fitness Challenge</p> |

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| Staying FITT | Week 6-8 | <p>I CAN participate in physical activity</p> <p>I CAN develop motor skills, practice fundamental movement, and analyze purposeful movement.</p> <p>I CAN develop appropriate social behaviors by working both independently, in small groups, and as a team.</p> <p>I CAN develop a positive self-image and self-discipline.</p> <p>I CAN recognize the nature of physical fitness components.</p> <p>I CAN develop and maintain the highest possible level of physical fitness and wellness to meet the demands of high-level physical performance.</p> <p>I CAN maintain a high level of cooperation</p> |
| Nutrition | Week 9 | <p>I CAN participate in physical activity</p> <p>I CAN develop motor skills, practice fundamental movement, and analyze purposeful movement.</p> <p>I CAN develop appropriate social behaviors by working both independently, in small groups, and as a team.</p> <p>I CAN develop a positive self-image and self-discipline.</p> <p>I CAN recognize the nature of physical fitness components.</p> <p>I CAN develop and maintain the highest possible level of physical fitness and wellness to meet the demands of high-level physical performance.</p> <p>I CAN maintain a high level of cooperation</p> <p>Activity : Nutrition Project</p> |
| Staying FITT | Week 10-12 | <p>I CAN participate in physical activity</p> <p>I CAN develop motor skills, practice fundamental movement, and analyze purposeful movement.</p> <p>I CAN develop appropriate social behaviors by working both independently, in small groups, and as a team.</p> <p>I CAN develop a positive self-image and self-discipline.</p> <p>I CAN recognize the nature of physical fitness components.</p> <p>I CAN develop and maintain the highest possible level of physical fitness and wellness to meet the demands of high-level physical performance.</p> <p>I CAN maintain a high level of cooperation</p> |
| The Physiology of Fitness | Week 13 | <p>I CAN participate in physical activity</p> <p>I CAN develop motor skills, practice fundamental movement, and analyze purposeful movement.</p> <p>I CAN develop appropriate social behaviors by working both independently, in small groups, and as a team.</p> <p>I CAN develop a positive self-image and self-discipline.</p> <p>I CAN recognize the nature of physical fitness components.</p> <p>I CAN develop and maintain the highest possible level of physical fitness and wellness to meet the demands of high-level physical performance.</p> <p>I CAN maintain a high level of cooperation</p> <p>Activity : Blood Pressure/Heart Risk Project</p> |

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| Staying FITT | Week 14-16 | <p>I CAN participate in physical activity</p> <p>I CAN develop motor skills, practice fundamental movement, and analyze purposeful movement.</p> <p>I CAN develop appropriate social behaviors by working both independently, in small groups, and as a team.</p> <p>I CAN develop a positive self-image and self-discipline.</p> <p>I CAN recognize the nature of physical fitness components.</p> <p>I CAN develop and maintain the highest possible level of physical fitness and wellness to meet the demands of high-level physical performance.</p> <p>I CAN maintain a high level of cooperation</p> |
| President's Challenge Post-Test | Week 17 | <p>Activity : Presidents Challenge Post Evaluation</p> <p>I CAN participate in physical activity</p> <p>I CAN develop motor skills, practice fundamental movement, and analyze purposeful movement.</p> <p>I CAN develop appropriate social behaviors by working both independently, in small groups, and as a team.</p> <p>I CAN develop a positive self-image and self-discipline.</p> <p>I CAN identify and acquire values in maintaining a level of physical fitness.</p> <p>I CAN recognize the nature of physical fitness components.</p> <p>I CAN develop and maintain the highest possible level of physical fitness and wellness to meet the demands of high-level physical performance.</p> <p>I CAN maintain a high level of cooperation</p> |
| Staying FITT | Week 18 | <p>I CAN participate in physical activity</p> <p>I CAN develop motor skills, practice fundamental movement, and analyze purposeful movement.</p> <p>I CAN develop appropriate social behaviors by working both independently, in small groups, and as a team.</p> <p>I CAN develop a positive self-image and self-discipline.</p> <p>I CAN recognize the nature of physical fitness components.</p> <p>I CAN develop and maintain the highest possible level of physical fitness and wellness to meet the demands of high-level physical performance.</p> <p>I CAN maintain a high level of cooperation</p> |



SAMPLE RECOMMENDED CURRICULUM LIST

Grades K-2:

ELA Option: Moving Beyond the Page Kit (Digital or Print)

Math Option: Go Math Bundle or Right Start Math Kit

Grades 3-8:

ELA Option: Moving Beyond the Page Kit (Digital or Print)

Math Option: Go Math Bundle or Saxon Math Bundle

Grades 6-7: Math Option: Spring Into Math Bundle (Spirings printed materials)

Grades 9-12

English 1:

Prentice Hall Lit – Timeless Voices

Start Something That Matters

Novel: The Chosen

Novel: The Book Thief

Novel: Picture of Dorian Gray

Novel: Lord of the Flies

Novel: The Hobbit

Novel: Of Mice and Men

Novel: To Kill a Mocking Bird

English 2:

Prentice Hall Lit – (Platinum) Timeless Voices

Novel: No Fear

Novel: A Separate Peace

Novel: The Pearl

Novel: Night

Novel: Fahrenheit 451

Novel: All Quiet On The Western Front

English 3:

Prentice Hall Lit (American Experience) Timeless Voices

Novel: A Lesson Before Dying

Novel: Adventures of Huckleberry Finn

Novel: Grapes of Wrath

Novel: The Great Gatsby

Novel: House on Mango Street

English 4:

Prentice Hall Lit (British Traditions) Timeless Voices

Novel: 1984

Novel: Dr. Jekyll and Mr. Hyde

Novel: Frankenstein

Novel: No Fear Shakespeare Macbeth

History/Social Studies:

American Government: Roots and Reform

Prentice Hall Economics: Principals in Action CA Ed

Magruder's American Government CA Ed

Prentice Hall United States History: Modern America CA Ed

Prentice Hall World History: The Modern World CA Ed

Math:

Pearson Mathematics I

Pearson Mathematics II

CGP California Algebra I

Prentice Hall CA Geometry

Prentice Hall CA Algebra 2

American Book Company California Integrated Math 1

CPM Integrated Math 2 CA Algebra Connections

CPM Integrated Math 2 CA Geometry Connections

Addison Wesley Precalculus: Graphical, Numerical, Algebraic

Pearson STATS: Modeling the World

Prentice Hall Calculus: Graphical, Numerical, Algebraic

Science:

Prentice Hall Biology CA Ed

Quality Science Labs Biology Kit

Campbell AP Biology

Prentice Hall Chemistry CA Ed

McDougal Littell Earth Science

Glencoe Physics CA Ed

Holt McDougal Environmental Science

Boxed Set Curriculum Selections

Our boxed set curriculum comes with pre-chosen core curriculum, pacing guides and daily lesson plans.

| Kindergarten - 8th Grade | |
|---|--|
| MATH OPTIONS | |
| Go Math! | Right Start Math |
| Go Math! Helps students interact with lessons in new ways as they record their strategies, explanations, solutions, practice, and test prep right in their books, and at every grade level. Practical, point-of-use support is built into each lesson so all learners, including early finishers, gifted and talented students, and those needing extra support or intervention, can achieve success. | Uses the AL Abacus to provide a visual, auditory, and kinesthetic experience. The elementary and intermediate program lessons guide the teacher day-by-day, helping children understand, apply, and enjoy math. Practice is provided with math card games, minimizing review worksheets and stressful flash cards, presenting a variety of repetition, and creating hours of fun learning math facts and concepts. |
| Spring Into Math (another option for Grades 6 & 7) | |
| The primary course content is accessed through a program called "Canvas". All necessary learning materials and information will be in this online course. The student will work through the lesson with support from the parent. The Student Workbook will be used to solve assigned problems. The Answer Key is provided to allow for prompt grading of student work. | |

Kindergarten - 8th Grade

LANGUAGE ARTS OPTION - MOVING BEYOND THE PAGE

Kindergarten

Moving Beyond the Page

The literature selections inspire engaging science and social studies activities, including making maps, modeling land forms, researching animals, and conducting fun science experiments. You and your child will love this integrated approach to all of the subjects. The Moving Beyond the Page Kindergarten level is the most enriching, all-inclusive, hands-on program available for kindergarten homeschool families. Journey through fun and exciting literature selections. Follow amazing characters who pick blueberries, catch fireflies, and go on leaf hunts. Enjoy hands-on art activities, engaging dramatizations, and fun musical experiences.

One of the highlights for you as the teacher is that this level comes with a materials kit so there will be very little shopping that you will have to do to provide this rich, hands-on learning environment for your young child. You will receive a box that includes fun art materials, stickers, die-cuts, and other supplies that will make implementing this curriculum easy and fun!

Your child will love learning science, social studies, language arts, and math with this integrated, hands-on approach.

Student Skill Prerequisites

- Interested in being read to
- Able to converse about what is being read
- Able to hold a pencil
- Has a beginning interest in sounds and letters

1st Grade

Moving Beyond the Page

Explore patterns in nature. Learn how numbers can be applied in the real world. Engage in informative and interesting literature. Enjoy watching your child plan interesting projects like a "Sensible Party" where everyone who attends has to use all of their senses.

The 1st Grade curriculum constitutes one year of academic instruction.

In the Moving Beyond the Page 1st Grade curriculum, your child will explore all subject areas and will be given ample opportunity to practice letter recognition - along with reading and writing according to your child's ability. The curriculum does not assume that your child can read, but readers and non-readers alike will be challenged. The curriculum is filled with quality literature to enjoy with your child. Oftentimes, homeschoolers are only taught reading, writing, and math during the early years, but a truly comprehensive curriculum will expose them to science and social studies as well. These subjects can be the most engaging and exciting for a young child.

Prerequisites

- Knows letters and their sounds
- Recognizes and understands numbers 1-20

2nd Grade

Moving Beyond the Page

The 2nd Grade curriculum constitutes one year of academic instruction. Get your hands dirty investigating solids and liquids. Create your own animal and describe how its design aids in its survival. Develop an appreciation for cultures by reading "Cinderella" stories from around the world. Dress like a pirate and go on a "Measure Hunt". Practice math skills at a "Home Carnival".

In the 2nd Grade curriculum, your child will explore all subject areas using a hands-on and investigative approach. Oftentimes, homeschoolers are only taught reading, writing, and math during the early years, but a truly comprehensive curriculum will expose them to science and social studies as well. These subjects can be the most engaging and exciting for a young child. The curriculum is also filled with quality literature to enjoy with your child.

Prerequisites

- Able to read and comprehend simple picture books
- Able to write simple sentences independently
- Recognize, understand, and write numbers 1-100

3rd Grade

Moving Beyond the Page

The 3rd Grade level uses these and many more activities to thoroughly cover the state and national standards in science, social studies, and language arts. Recognize differences in pitch and tone by creating your own instruments. Explore how technology has changed the world - from pyramids to skyscrapers. Watch a caterpillar move through each stage of its lifecycle - becoming a beautiful butterfly. Write a story about two friends learning to celebrate their differences.

The 3rd Grade curriculum constitutes one year of academic instruction.

Prerequisites

- Able to read and comprehend chapter books on a 3rd or early 4th grade reading level
- Can answer comprehension questions about a chapter in a journal
- Able to write three or four sentences on a topic

4th Grade

Moving Beyond the Page

At Moving Beyond the Page we believe that children learn when they are actively engaged in their learning. Beginning with the 4th Grade level, we use many hands on and engaging science kits to teach your child the science topics being covered. You cannot find a more hands on science curriculum available for homeschoolers. Design a new plant species. Evaluate the relationship between a Native American boy and a pioneer boy who are able to learn from one another in spite of their differences. Experiment with magnets and electricity. Learn about simple machines and examine how they are used in a colony of rats in the *The Rats of NIMH*.

The 4th Grade level uses these and many more activities to thoroughly cover the state and national standards in science, social studies, and language arts.

The 4th Grade curriculum constitutes one year of academic instruction.

Prerequisites

- Able to read and comprehend chapter books at a 4th or 5th grade reading level
- Able to write an organized paragraph

5th Grade

Moving Beyond the Page

Blast into the solar system and explore the depths of ocean. Follow American History from the first colonies, to westward expansion, to the lives of the immigrants. Learn about the 50 states and research the history of your own state. Explore the amazing human body. Read about the lives of inventors and try your hand at your own invention.

At Moving Beyond the Page we believe that children learn when they are actively engaged in their learning. This is why we include many hands on and engaging science kits to teach your child the science topics being covered. You cannot find a more hands on science curriculum available for homeschoolers.

The 5th Grade level uses these and many more activities to thoroughly cover the state and national standards in science, social studies, and language arts.

Prerequisites

- Able to read and comprehend novels at a late 5th or 6th grade reading level
- Able to write multiple paragraphs on a topic

6th Grade

Moving Beyond the Page

Explore how earthquakes, climate, ocean waves, and volcanoes make the world such a dynamic planet. Journey to the microscopic world of cells to learn how building blocks of life function and reproduce. Read incredible stories about men and women in our country's past who sacrificed to ensure freedom and equal treatment for all. Experiment with chemical and physical changes.

The 6th Grade level uses these and many more activities to thoroughly cover the state and national standards in science, social studies, and language arts.

In this level, we want students to begin taking more responsibility for formulating their own ideas and directing their day. For this reason, our 10-12 units are all student directed. The primary lesson plans are written for your child to read and follow. As a parent, you will still be actively involved. We provide parent overviews of each lesson that include descriptions of the activities and answer keys for you. There are still many activities and opportunities for you to work with your child.

Prerequisites

- Able to read and comprehend novels at a late 6th or 7th grade reading level
- Able to write multiple paragraphs on a topic
- Familiar with the five paragraph essay

7th Grade

Moving Beyond the Page

In this level students take responsibility for formulating their own ideas and directing their day. All units are student directed. The primary lesson plans are written for your child to read and follow. As a parent, you will still be actively involved. We provide parent overviews of each lesson that include descriptions of the activities and answer keys for you. There are still many activities and opportunities for you to work with your child. By the time your homeschooler finishes our two levels of middle school, he will be prepared to excel in high school science, social studies, and English. He will receive one semester of Earth Science, Physics, Chemistry, and Biology. In social studies he will have an appreciation for the course of human civilization for every corner of the globe as well as an understanding of American History and Government. The language arts program is a great precursor to high school English as students will do in-depth literature studies and rigorous writing assignments while continuing to improve grammar knowledge and application. When your homeschooler finishes our middle school curriculum, he will be well prepared for whatever high school program you choose.

Prerequisites

- Able to read and comprehend novels at a late 7th or 8th grade reading level
- Able to write multiple paragraphs on a topic
- Familiar with the five paragraph essay

8th Grade

Moving Beyond the Page

When your child finishes this level, he will prepare to excel in high school science, social studies, and English. In science he will receive one semester of Earth Science, Physics, Chemistry, and Biology. In social studies he will have an appreciation for the course of human civilization for every corner of the globe as well as an understanding of American History and Government. The language arts program is a great precursor to high school English as students will do in-depth literature studies and rigorous writing assignments while continuing to improve grammar knowledge and application. When your homeschooler finishes our middle school curriculum, he will be well prepared for high school.

In this level students take responsibility for formulating their own ideas and directing their day. All units are student directed. The primary lesson plans are written for your child to read and follow. As a parent, you will still be actively involved. We provide parent overviews of each lesson that include descriptions of the activities and answer keys for you. There are still many activities and opportunities for you to work with your child.

Prerequisites

- Able to read and comprehend novels at an 8th or 9th grade reading level
- Able to write multiple paragraphs on a topic & can write a 5 paragraph essay.



Moving Beyond the Page

Sample Lesson

2nd Grade / Reading Informational Text Skills

Lesson 1: The Rain Forests

Intro | Activities | Conclusion

IdeaShare (1)

Getting Started

Questions to Explore

- What types of relationships exist among organisms?
- What are the unique roles of those involved in a relationship?
- How do relationships affect those involved?

Facts and Definitions

- Venezuela is a country in South America.
- There are temperate and tropical rain forests.

Skills

- Identify the absolute and relative location of communities. (SS)
- Interpret maps, charts, and pictures of locations. (SS)
- Identify and describe the people, vegetation, and animal life specific to certain regions and describe their interdependence. (SS)
- Compare and give examples of the ways living organisms depend on each other and their environments. (S)
- Use text for a variety of functions, including literary, informational, and practical. (LA)
- Read expository materials for answers to specific questions. (LA)
- Interpret information from diagrams, charts, and maps. (LA)

Materials

- ¼ inch nails
- acrylic paint and brushes
- blank paper
- clear packing tape
- colored pencils or markers
- construction paper
- dried beans, gravel, or rice
- hammer
- markers
- paper towel tube, wrapping paper tube, or a mailing tube
- scissors
- world map

Introduction

Materials: world map

Ask your child what he knows about rain forest habitats. Tell him that there are two types of rain forests — temperate and tropical. To be classified as a rain forest, an area must receive at least 70 inches of rain per year. A tropical rain forest is located near the equator and has a warmer climate than a temperate rain forest. A temperate rain forest is located farther away from the equator; between the Arctic Circle and the Tropic of Cancer or between the Antarctic Circle and the Tropic of Capricorn. Locate these on a globe or world map.

In a tropical rain forest, the leaves of the trees are broad and, in temperate rain forests, the trees have needle leaves. Explain to your child that the book he will be reading is about the adventures in the life of one boy one day in the rain forest. Go online and look at pictures of tropical and temperate rain forests.

Lesson 1: The Rain Forests

[Intro](#) [Activities](#) [Conclusion](#)

[IdeaShare \(1\)](#)

Activities

Activity 1: Setting: Venezuela

Materials: world map

Explain to your child that the setting of the story is the tropical rain forest found in the country of Venezuela. Let your child locate South America on a world map and the country of Venezuela. Look at its proximity to the equator. Encourage your child to read about Venezuela online and to look at pictures of the people who live in Venezuela and pictures of the environment of the country.

Web Link: Venezuela Facts

www.msnreference.com/disk/061

This website provides a number of facts about its climate, plants, animals, and customs.

[report problem](#)

Activity 2: Relationships

Materials: blank paper, colored pencils or markers

Tell your child that one of the themes of the story is relationship. In the book, he will discover the relationships that exist between plants and animals, among animal species, and that humans have with plants and animals. Discuss the fact that relationships exist when two or more living things are interconnected in some way. When the experience and course of one living thing directly impacts another living thing, the two living things are connected.

Ask your child if he can describe some relationships found in nature. Give your child a sheet of paper and ask him to fold it in half twice to make four boxes. In each box, ask him to illustrate a relationship between a plant and animal, an animal and another animal, or a human and a plant or animal. Let him describe the relationship that exists between the two living things.

Note: If your child knows about the plants and animals in the tropical rain forest, he can use that information in his illustration. If your child is not very familiar with rain forest habitats, let him illustrate any relationships between living things that can be found in nature.

Activity 3: Rain Stick

Materials: 3/4 inch nails, acrylic paint and brushes, clear packing tape, construction paper, dried beans, gravel, or rice, hammer, markers, paper towel tube, wrapping paper tube, or a mailing tube, scissors

Discuss the importance of rain in the rain forest. Ask your child why rainfall is such an important aspect of a rain forest. Discuss how plants and animals are dependent on rainfall in order to live and grow.

For this activity, your child will create a rain stick to simulate a rainstorm in the rain forest. Explain that a rain stick is a percussion instrument used in South America and is traditionally made from a cactus plant.

Give him the instruction sheet and the materials he will need to design his rain stick. When he finishes the stick, he can play his rain stick. Take turns playing with the rain stick. While one of you plays, the other can act like a rain forest animal. Siblings can be involved as well.

Note: If using a mailing tube, your child may need help pushing the nails in through the tube. A hammer might be helpful.

[Rain Stick](#)

Lesson 1: The Rain Forests

[Intro](#) [Activities](#) [Conclusion](#)

[IdeaShare \(1\)](#)

Wrapping Up

Conclusion

Ask your child to tell you what he learned about the rain forest today. Ask him to explain the difference between temperate rain forests and tropical rain forests.

[← prev](#) [toc](#) [lesson completed](#)

[Intro](#) [Activities](#) [Conclusion](#)

[IdeaShare \(1\)](#)



The I CAN! Incentive Program was implemented in 2011 as a prize program for mastering new skills.

The I CAN! statements were developed by our Instructional Support team based on state standards and grade level courses were created in Moodle. Students achieve mastery of each I CAN! by earning 80% or better on the mastery quiz or other assessment like the practice quizzes in OARS. In 2014 the I CANs were re-aligned to the new Common Core State Standards.

Here's how it works:

- ✓ The ES and parent determine what the student already knows and what they still need to learn.
- ✓ The ES will set a personalized "I CAN" goal for the year, as well as monthly goals, with the student and parent. These goals are tracked on the I CAN Scope & Sequence folder.
- ✓ The student will work on mastering their "I CAN" goals a little bit each day, showing mastery by receiving 80% on the mastery quiz.
- ✓ The ES will check student progress each month. If the student has mastered at least one goal, they get to pick a prize from the prize box.
- ✓ For each 5 "I CANS" mastered, the student will receive a colored bracelet. If students stay on track, they will have a rainbow of colors by the end of the year.
- ✓ There are special food coupons and prizes as students gain more "I CANS".
- ✓ Once the student meets their mid-year goal, they are awarded a special I CAN t-shirt. Our T-Shirt Ice Cream Social Ceremony will be in January.
- ✓ Students who reach their year-end goals by Spring Break will receive a special medal at a free trip to a regional fun park.

Work Out a Problem!

Let's practice with these problems:

$$5 \times 4 =$$

$$3 \times 2 =$$

$$10 \times 8 =$$

$$5 \times 7 =$$

$$9 \times 1 =$$

$$0 \times 0 =$$

$$5 \times 6 =$$

$$11 \times 10 =$$

$$12 \times 6 =$$

(Answers: 20, 6, 80, 35, 9, 0, 30, 110, 72)



How-To Guide for teaching the SCS I CANs!

I CAN: 3.2

I CAN: show that I have memorized my multiplication facts (0-12).

Pre-Requisite Skills

Students should understand the concept of finding equal groups and how to group items.

Students should understand the concept of repeated addition.

Manipulatives To Use In This Lesson

Multiplication facts worksheet: Print up a multiplication facts worksheet with various facts to show mastery.

Flash Cards: Write a multiplication fact on an index card with the answer to the fact on the back. Practice each fact aloud until the answers come easily and quickly.

White Board and dry erase marker to practice drawing arrays.



Key Vocabulary and Activities

“Here are the words we will be using for this lesson and other multiplication lessons. I will write the words and definitions. I will say each out loud. Please repeat the words and definitions after me. Now you can copy these into your Math Journal.”

Multiply: the same number added to itself more than once

Array: a set of objects displayed in rows and columns

Multiplication Fact: two numbers that are multiplied together

Equal: the same amount or number of objects in each group

Product: the number that is the answer to a multiplication problem

Factors: the numbers that are being multiplied together

Vocabulary activity: Go to this website for a computerized flash card activity on the above vocabulary:

<http://quizlet.com/24290670/32-i-can-math-booklet-flash-cards/>



I CAN: 3.2

Real Life Application

Using real life examples is key to helping your student remember how to multiply their basic facts.

1. When out to eat, ask your student to multiply how many forks and knives your family will need. Introduce this concept as repeated addition. For example, a family of 6 will need $1+1+1+1+1+1$ forks, or $6 \times 1 = 6$. If each family member needs 2 napkins, then the repeated addition would be $2+2+2+2+2+2=12$ or $6 \times 2 = 12$.
2. When counting money, have your student use their knowledge of repeated addition. For example, when using dimes, have your student count 8 dimes. $10+10+10+10+10+10+10+10=80$ or $10 \times 8 = 80$.
3. Look in the student's environment for naturally occurring arrays such as a shoe rack, a row of pictures in the house, or rows of flower pots outside.



Tips and Tricks

Try using songs:

School House Rock has a good multiplication song for counting by 3's. It's called "Three is a Magic Number."

<http://www.amazon.com/Schoolhouse-Rock-Special-Anniversary-Edition/dp/B00005JKTY>

Hide multiplication flash cards around the house and offer small rewards, such as a sticker for each fact that is correct.

Try answering multiplication facts while doing jumping jacks or something else physical to encourage muscle memory with multiplication fact memory.

Try writing the facts in shaving cream or in chalk.



Concept Information

Multiplication is repeated addition. In order to show mastery of this concept, students should be able to show how to draw an array to show the concept of a multiplication fact.

Students should be able to answer their multiplication facts in a test form for facts with 0-12's.

In order to teach multiplication to your student, you should know how to do repeated addition in order to convert those repeated addition facts into multiplication facts. For example, you should be able to convert $4+4+4$ into 4×3 . Both have the same answer and are the same concepts, they just use different vocabulary.



Introductory Lesson Plan I Do, We Do, You Do

I Do:

"Today we are going to learn how to draw arrays. An array will help us show how to do our multiplication facts. I will show you what an array looks like for 1×2 . The factors are 1 and 2 and the product is 2.



Here's another example for 2×3 :



The factors for this problem are 2 and 3. The product is 6.

We Do: "Now let's try one together. Let's try 3×3 . You draw it on your white board and I'll draw one on my paper." Have your student use any shape they want to draw an array to demonstrate 3×3 . The finished product will have three rows of three objects, like this:



The factors of this problem are



3 and 3. The product of this



problem is 9.

I CAN: 3.2



Introductory Lesson Plan I Do, We Do, You Do

You Do:

"Now I'd like you to try to draw one on your white board. Let's try 4×2 ." Have your student use shapes to draw an array with 4 rows and 2 objects in each row. If your student is not quite ready, practice together with a few more problems until they can do one themselves.

Here are a couple more examples of facts to practice:

"Now let's try 5×4 ." Have your student draw an array with 5 rows with 4 objects in each row.

"Now let's try 7×3 ." Have your student draw an array with 7 rows with 3 objects in each row.

If your student could use another practice, use the array for 8×4 . This array should show 8 rows with 4 objects in each row.

The goal of practicing these arrays is to begin to memorize the multiplication problems and give the student a strategy for solving the multiplication fact.

When your student is confident with drawing arrays, move to using repetition through flash cards to practice facts. Write the multiplication fact on one side of a note card with the answer on the back. Consider grouping all the multiplication facts that start with 2 in one stack. Help your child memorize those before moving on to the 3's, 4's, etc.



I CAN! E-Book

Math / Grade 5

How To Use This Guide

Each page of this booklet houses resources, lessons and activities for each Springs Charter School created I CAN. Addressing each of these I CANs provide a guide throughout the year to ensure core standards are being mastered throughout the year. The goal is to master all grade level I CANs prior to CAASP testing. Students should have engaged the concepts prior to utilizing these guides. They are meant to serve as extra practice and review prior to attempting each I CAN Practice Quiz.

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[Enchanted Learning](#)

Username: riversprings Password: rscs

[Brain Pop/Brain Pop Jr.](#)

Username: rscs Password: river

[Learn Zillion](#) (free, must set up an account)

[Open Ed.](#) (free, must set up an account)

[Sophia](#): (Free, must set up an account)

[OARS](#): Ask ES or Academy Teacher for username and password

Performance task links are included for each I CAN. These tasks are an essential part of core mathematical practice and should be utilized throughout an effective math curriculum. The tasks listed will provide excellent in depth problems, with detailed answer keys and guides to help walk students through the process of completing these tasks. Please keep in mind that Performance Tasks will require anywhere from 15-45 minutes to complete. This is time where scholarly math conversations and deeper mathematical thinking thrives!

At the bottom of each page, there is a box listing previous grade level I CANs. If your student is not ready to master the I CAN and needs additional practice, please access the I CANs listed from previous grade levels. This will provide scaffolded support that will build foundations to lead the student toward mastery. You may request additional grade level online booklets through your Education Specialist or Academy Teacher.

5.1 I CAN understand and explain the value of digits and use that understanding to read, write, round and compare decimals to thousandths. (5 NBT 1-4)

Online Lessons



[Learn Zillion Lesson](#)
[Learn Zillion Lesson 2](#)
[Learn Zillion Lesson 3](#)

[Khan Academy Lessons](#)

[Sophia Lesson](#)

Games/Activities



[Scooter Quest Decimals](#)

[Baseball Math Game](#)

[Decimal Jeopardy](#)

[Roll the Dice Decimals](#)

Performance Tasks



[Tenths and Hundredths](#)

[Marta's Multiplication Error](#)

[Comparing Decimals on the Number Line](#)

[Drawing Pictures to Illustrate Decimals](#)

[Rounding to Tenths and Hundredths](#)

[Are These Equivalent](#)

Check for Understanding



[Practice #1](#)

[Practice #2](#)

[Practice #3](#)

[Practice #4](#)

[Practice #5](#)

Other Ways You Can Learn About this I CAN

[Brain Pop](#): Watch the videos on **Decimals** and **Rounding** then complete the activity, play the game and take the quiz.



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Not ready for this I Can? Review these I CANs then try again:

5.2 I CAN multiply multi-digit whole numbers and divide four digit dividends by two-digit divisors. (5 NBT 5-6)

Online Lessons



[Learn Zillion Lessons](#)
[Learn Zillion Lesson 2](#)
[Learn Zillion Lesson 3](#)
[Learn Zillion Lesson 4](#)
[Learn Zillion Lesson 5](#)

[Khan Academy Lessons](#)

Games/Activities



[Multiplication Games](#)

[Multiplication Flash Cards](#)

[Division Flash Cards](#)

Performance Tasks



[Elmer's Multiplication Error](#)

Check for Understanding



[Practice #1](#)

[Practice #2](#)

[Practice #3](#)

[Practice #4](#)

[Practice #5](#)

Other Ways You Can Learn About this I CAN

[Brain Pop](#): Watch the videos on **Multiplication** and **Division** then complete the activity, play the game and take the quiz.



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Not ready for this I Can? Review these I CANs then try again:

5.3 I CAN add, subtract, multiply and divide decimals to hundredths and use concrete models, drawings, area models or arrays to explain the method used. (5 NBT 7)

Online Lessons



[Learn Zillion Lessons](#)

[Khan Academy Lessons](#)

[Wiki Spaces Lesson](#)

Games/Activities



[Quizlet](#)

[Decimal Puzzles](#)

[Magic Squares](#)

Performance Tasks



[5.NBT Tasks](#)

[The Value of Education](#)

Check for Understanding



[Practice #1](#)

[Practice #2](#)

[Practice #3](#)

[Practice #4](#)

[Practice #5](#)

Other Ways You Can Learn About this I CAN

[Brain Pop](#): Watch the video on **Decimals** then complete the activity, play the game and take the quiz.



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Not ready for this I Can? Review these I CANs then try again:

5.4 I CAN fluently add, subtract, multiply and divide fractions involving unlike denominators, mixed numbers, and whole numbers. (5 NF 1-2)

Online Lessons



[Learn Zillion Lessons](#)

[Khan Academy-Adding Fractions](#)

[Khan – Adding Fractions 2](#)

[Khan – Multiplying Fractions](#)

[Khan – Dividing Fractions](#)

[Sophia Lesson](#)

Games/Activities



[Playing Fraction Tracks](#)

[Snow Sprint Game](#)

[Triplets Game](#)

[Quizlet](#)

Performance Tasks



[Measuring Cups](#)

[Salad Dressing](#)

[Painting a Wall](#)

Check for Understanding



[Practice #1](#)

[Practice #2](#)

[Practice #3](#)

[Practice #4](#)

[Practice #5](#)

Other Ways You Can Learn About this I CAN

[Brain Pop](#): Watch the videos on Adding & Subtracting Fractions and Multiplying and Dividing Fractions then complete the activity, play the game and take the quiz.



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Not ready for this I Can? Review these I CANs then try again:

5.5 I CAN interpret, apply and extend understanding of fraction computation to real world problems involving fractions and mixed numbers. (5 NF 3-7)

Online Lessons



[Learn Zillion Lessons](#)

[Khan – Word Problems](#)

Games/Activities



[Converting Mixed Numbers](#)

[Quizlet](#)
[Quizlet #2](#)

Performance Tasks



[How Much Pie?](#)

[Fundraising](#)

[Banana Pudding](#)

[Drinking Juice](#)

[Origami Stars](#)

Check for Understanding



[Practice #1](#)

[Practice #2](#)

[Practice #3](#)

[Practice #4](#)

[Practice #5](#)

Other Ways You Can Learn About this I CAN

[Brain Pop](#): Watch the videos on Adding & Subtracting Fractions and Multiplying and Dividing Fractions then complete the activity, play the game and take the quiz.



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Not ready for this I Can? Review these I CANs then try again:

5.6 I CAN use symbols such as parentheses, brackets, and order of operations to help me understand math. (5 OA 1-2)

Online Lessons



[Learn Zillion Lessons](#)
[Learn Zillion Lessons 2](#)

[Khan Academy Lesson](#)
[Khan Lesson 2](#)

[Sophia Lesson](#)

Games/Activities



[Target Number Dash](#)

[Millionaire Game](#)

[Quizlet #1](#)
[Quizlet #2](#)

Performance Tasks



[Using Operations & Parentheses](#)

[Video Game Scores](#)

[Comparing Products](#)

[Watch Out for Parentheses](#)

Check for Understanding



[Practice #1](#)

[Practice #2](#)

[Practice #3](#)

Other Ways You Can Learn About this I CAN

[Brain Pop](#): Watch the video Order of Operations on then complete the activity, play the game and take the quiz.



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Not ready for this I Can? Review these I CANs then try again:

5.7 I CAN determine the prime factors of all numbers through 50 and show multiples of a factor using exponents. (5 OA 2.1)

Online Lessons



[Khan Academy Lesson](#)

[Sophia Lesson](#)

Games/Activities



[Factorization Forest](#)

[Jeopardy](#)

[Prime Factors Lesson](#)

[Quizlet](#)

Performance Tasks



[Number Trains](#)

Check for Understanding



[Practice #1](#)

[Practice #2](#)

[Practice #3](#)

[Practice #4](#)

Other Ways You Can Learn About this I CAN

[Brain Pop](#): Watch the video on Prime Numbers and Exponents then complete the activity, play the game and take the quiz.



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Not ready for this I Can? Review these I CANs then try again:

5.8 I CAN convert measurement within the same measuring system. (5 MD 1)

Online Lessons



[Learn Zillion Lessons](#)

[Khan Academy Lesson](#)

[Sophia Lesson](#)

Games/Activities



[Quizlet](#)

[Coins Mystery](#)

Performance Tasks



[Fruits & Vegetables](#)

[WikiSpace Tasks](#)

Check for Understanding



[Practice #1](#)

[Practice #2](#)

[Practice #3](#)

[Practice #4](#)

[Practice #5](#)

[Practice #6](#)

Other Ways You Can Learn About this I CAN

[Brain Pop](#): Watch the video on Metric Units then complete the activity, play the game and take the quiz.



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Not ready for this I Can? Review these I CANs then try again:

5.9 I CAN make a line plot to display data sets of measurement in fractions and use fraction operations to solve problems involving the information on a line plot. (5 MD 2)

Online Lessons



[Learn Zillion Lessons](#)

[Khan Academy Lesson](#)

[Shodor Lesson](#)

Games/Activities



[Fractions on a Line Plot](#)

[Quizlet](#)

[Line Plots Involving Fractions](#)

Performance Tasks



[Represent & Interpret Data](#)

[WikiSpaces Tasks](#)

[Pick a Pocket](#)

Check for Understanding



[Practice #1](#)

[Practice #2](#)

Other Ways You Can Learn About this I CAN

[Brain Pop](#): Watch the video on Graphs then complete the activity, play the game and take the quiz.



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Not ready for this I Can? Review these I CANs then try again:

5.10 I CAN understand volume, measure volume by counting unit cubes, find the volume using a formula and use this knowledge to solve real world problems. (5 MD 3-5)

Online Lessons



[Learn Zillion Lessons](#)
[Learn Zillion Lesson 2](#)

[Khan Academy Lesson](#)

[Shodor Lesson](#)

Games/Activities



[Exploring Volume](#)

[Quizlet](#)

[Design a Toy Box](#)

[Cubism](#)

Performance Tasks



[Box of Clay](#)

[Cari's Aquarium](#)

[How Many Cubes?](#)

Check for Understanding



[Practice #1](#)

[Practice #2](#)

[Practice #3](#)

[Practice #4](#)

Other Ways You Can Learn About this I CAN

[Brain Pop](#): Watch the videos on Volume of Cylinders and Volume of Prisms then complete the activity, play the game and take the quiz.



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Not ready for this I Can? Review these I CANs then try again:

5.11 I CAN draw a coordinate plane, use numerical rules and patterns to graph ordered pairs (x, y) and represent real world and mathematical problems by graphing and interpreting the values. (5 G 1-2)

Online Lessons



[Learn Zillion Lessons](#)
[Learn Zillion Lessons 2](#)
[Khan Academy Lesson](#)

Games/Activities



[Coordinate Grid Shapes](#)
[Quizlet](#)
[Rescue Mission Game](#)

Performance Tasks



[Battleship Using Grid Paper](#)
[Meerkat Coordinate Plane](#)

Check for Understanding



[Practice #1](#)
[Practice #2](#)
[Practice #3](#)
[Practice #4](#)

Other Ways You Can Learn About this I CAN

[Brain Pop](#): Watch the video on Coordinate Plane then complete the activity, play the game and take the quiz.



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Not ready for this I Can? Review these I CANs then try again:

5.12 I CAN classify two-dimensional shapes into categories based on their properties. (5 G 3-4)

Online Lessons



[Learn Zillion Lessons](#)

[Khan Academy Lesson](#)
[Khan Academy Lesson 2](#)

Games/Activities



[Arthur's Time](#)

[Call of Geometry](#)

[Geometric Shapes Avoider](#)

[What's in a Shape?](#)

[Quizlet](#)

Performance Tasks



[What is a Trapezoid?](#)

[Rectangles & Parallelograms](#)

Check for Understanding



[Practice #1](#)

[Practice #2](#)

[Practice #3](#)

[Practice #4](#)

[Practice #5](#)

Other Ways You Can Learn About this I CAN

[Brain Pop](#): Watch the video on Polygons then complete the activity, play the game and take the quiz.



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Not ready for this I Can? Review these I CANs then try again:



I CAN! E-Book

ELA / Grade 4

How To Use This Guide

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[Learn Zillion](#) (free, must set up an account)

[Open Ed:](#) (free, must set up an account)

[Sophia:](#) (free, must set up an account)

[Readig AtoZ:](#) Ask ES or Teacher for username and password

[OARS:](#) Ask ES or Teacher for username and password

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4.a

I CAN identify, explain, and correctly use: interrogatives, relative pronouns, and relative adverbs correctly.

Online Lessons



- [Learnzillion Form and Use the Progressive Tense](#)
- [Learnzillion Use Modal Auxiliaries](#)
- [Learnzillion Use Correct Grammar & Style Lesson Set](#)
- [Relative and Interrogative Pronouns](#)
- [Prepositions and Prepositional Phrases](#)
- [Order of Adjectives](#)
- [Frequently Confused Words](#)

Games/Activities



[Funbrain Grammar Gorillas](#)

[Eduplace Grammar Blast \(Middle School\)](#)

[ELA L.4.1 Pronoun Board Game](#)

Performance Tasks



[The New York Times: Creative Writing Assignment](#)

Check for Understanding



- [Learning Pod ELA 4.1a Relative Pronouns](#)
- [IXL Identify Relative Pronouns](#)
- [IXL Replace Noun with Pronoun](#)
- [IXL Identify Adverbs](#)
- [IXL Use Relative Adverbs](#)
- [IXL Types of Sentences](#)
- [IXL Progressive Verb Tense](#)
- [IXL Modal Verb](#)
- [IXL Order Adjectives](#)
- [IXL Prepositional Phrases](#)

Other Ways You Can Learn About this I CAN



- [Brain Pop](#): Select a video, then complete the activity, play the game and take the quiz.

Catch up Plan



- [Learnzillion Use Correct Grammar and Style](#)
- [Eduplace Grammar Blast \(grade 2-5\)](#)



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Power Tools

4.b

I CAN summarize a piece of fiction or nonfiction both orally and in writing by referring to specific details and examples in the text, using literary language (e.g., plot, climax, resolution, characters, setting, theme, etc.)

Online Lessons



- [Learnzillion Close Reading Unit Overview Video](#)
- [Learnzillion Close Reading Unit Lesson Set](#)
- [Literary Devices Online Dictionary](#)

Games/Activities



Performance Tasks



Check for Understanding



[Learningpod: Batter Up! Answer questions about theme, words, and phrases](#)

Other Ways You Can Learn About this I CAN



- Brain Pop: [Main Idea](#) & [Reading Skills](#) Watch the video, then complete the activity, play the game and take the quiz.

Catch up Plan



- [Learnzillion Close Reading Lesson Set: "The Story of Dr. Doolittle: Chapters 1 & 2"](#)



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Power Tools

Graphic Organizers
Notes
Sketch-to-Stretch
Summarize
Mind Maps
VIP

4.c

I CAN determine the main idea and details in a piece of literature or an information passage/book and express my understanding using technology, and/or manually using: oral, visual, and written formats. .

Online Lessons



- [Learnzillion Reading Information Text Lesson Set: "The Settlers of Jamestown"](#)
- [Learningpod: Answer questions about mood, details, and descriptions](#)
- [Learningpod: It is helpful to summarize and show you know key details](#)
- [Pearson School System Blog: Technology Tools For The Classroom: Presentation Resources](#)

Games/Activities



Performance Tasks



Check for Understanding



- [Tips For Teaching: Comprehension Strategies \(Parent Resource\)](#)
- [Opened: Using Technology to Produce and Publish Writing](#)

Other Ways You Can Learn About this I CAN



- [Brain Pop](#): Paraphrasing: What was said in a nutshell
Watch the video, then complete the activity, play the game and take the quiz.
- [Gooru Summarizing](#)

Catch up Plan



- [Learnzillion: Close Reading Lesson Set-"Our Solar System, Exploring Other Worlds"](#)



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Power Tools

Sketch-to-Stretch
Summarize
Mind Maps
VIP

4.d

I CAN compare and contrast a first-hand and secondhand account of the same event, or topic and describe the difference in focus, or between the information provided.

Online Lessons



- [Learnzillion: Analyze Multiple Points of View](#)
- [Gooru: Point of View Tutorial](#)

Games/Activities



Performance Tasks



Check for Understanding



- [OpenEd: Comparing Points of View](#)
- [Gooru: Practicing Point of View](#)

Other Ways You Can Learn About this I CAN



- [Brain Pop](#): Point of View Watch the video, then complete the activity, play the game and take the quiz.

Catch up Plan



→



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Power Tools

[Graphic Organizers](#)
Notes

4.e

I CAN use the Writing Process and Technology to write on a regular basis, for different tasks, purposes, and audiences producing up to two pages of typed material at a single sitting.

Online Lessons



- [Learnzillion: 4th Grade Opinion Writing-Persuasive Letter](#)
- [Learnzillion: Writing an Informative Essay about the Text: "The Seasons and the Sun"](#)
- [Learnzillion: Writing in Response to Drama: "Little Red Riding Hood"](#)
- [Learnzillion: 4th Grade Argumentative Writing: Crafting a Persuasive Speech](#)
- [Learnzillion: 4th Grade Research Reading and Writing](#)
- [Learnzillion: 4th Grade Writing Using Text Based Evidence: Writing the Constructed Response](#)
- [Pearson School System Blog: Technology Tools For The Classroom: Presentation Resources](#)

Games/Activities



[Typing Lessons](#)

[Typing Games](#)

Performance Tasks



Check for Understanding



- [Opened: Details](#)
- [Opened: Draw Evidence from Literary or Informational Text](#)
- [Opened: Using Technology to Produce and Publish Writing](#)

Other Ways You Can Learn About this I CAN



- [Brain Pop](#): Select a video, then complete the activity, play the game and take the quiz.

Catch up Plan



- [Learnzillion Write Alongs for 3rd-8th Grade](#)
Along with your ES or Teacher, determine which skills need to be addressed.



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Power Tools

Mind Maps
Notes
RIP

4.f

I CAN use print and electronic tools to read and determine the meaning of words in Literature and information books to help support my writing.

Online Lessons



- [Learnzillion: Frequently Confused Words](#)
- [Gooru: Words that Pack a Punch](#)
- [Opened: Using Context Clues to Determine Word Meaning](#)
- [Learnzillion: Comprehension Skill Video Lesson](#)
- [Oxford English Online Dictionary 'Tutorial'](#)
- [Google Technology Short Videos: Choose One](#)

Games/Activities



[Merriam-Webster's Learners' Dictionary](#)

[Dictionary Game for Kids](#)

Performance Tasks



Check for Understanding



- [Opened: Determine the Meaning of Words and Phrases](#)

Other Ways You Can Learn About this I CAN



- [Brain Pop](#): Context Clues. Watch the video, then complete the activity, play the game and take the quiz.
- [Brain Pop](#): Etymology. Watch the video, then complete the activity, play the game and take the quiz.
- [Pinterest](#) Dictionary Skills Activities

Catch up Plan



Power Tools

Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

4.g

I CAN identify and use idioms, metaphors, similes, antonyms and synonyms.

Online Lessons



- [Opened: What is a Simile](#)
- [Opened: Analogies & Idioms](#)
- [Learningpod: Similies & Metaphors "Pretty as a Picture"](#)
- [Learningpod: Idioms, Adages, and Proverbs](#)
- [Learningpod: Synonyms & Antonyms](#)
- [Opened: Metaphor & Simile with Analogies](#)

Games/Activities



[Idioms Game](#)

Performance Tasks



Check for Understanding



- [IXL Identify Similes and Metaphors](#)
- [IXL Determine Similes and Metaphors](#)

Other Ways You Can Learn About this I CAN



[Brain Pop](#): Antonym, Synonym, Homonym. [Brain Pop](#): Idioms & Cliches. Watch the video, then complete the activity, play the game and take the quiz.

Catch up Plan



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Power Tools

Mind Mapping
Connect
Sketch-to-Stretch

4.h

I CAN use what I know about common Greek and Latin prefixes, suffixes, root words, and multiple meaning words to determine what words means and use them correctly in my writing.

Online Lessons



- [Learnzillion: Frequently Confused Words](#)
- [Prefix & Suffix Learning Video](#)

Games/Activities



- [Rooting Out Words](#)
- [Prefixes, Suffixes & Roots Rap](#)
- [Prefix & Suffix Game](#)

Performance Tasks



Check for Understanding



- [Learningpod: Frequently Confused Words](#)
- [IXL Describe Related Words](#)
- [IXL Positive and Negative Connotation](#)
- [IXL Identify Homophones](#)
- [IXL Use the Correct Homophone](#)
- [IXL Grade 4 Practice: Choose: Prefix/Suffix & Greek and Latin Roots](#)

Other Ways You Can Learn About this I CAN



- [Brain Pop: Roots, Prefixes, & Suffixes](#). [Brain Pop: They're, Their, & There](#). Watch the video, then complete the activity, play the game and take the quiz.

Catch up Plan



Power Tools



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

4.i

I CAN read grade level books with accuracy and expression making progress toward my fluency goal of 150 words per minute by the end of the school year.

Online Lessons



- [Learnzillion Lesson Set: Using Punctuation to Read Fluently](#)
- [Learnzillion Lesson Set: Read Fluently with Dialogue](#)
- [Parent Resource 2 min. Video: How to Improve Reading Fluency](#)

Games/Activities



Performance Tasks



Check for Understanding



→

Other Ways You Can Learn About this I CAN



- [Brain Pop](#): Reading Skills-Improving Comprehension.
Watch the video, then complete the activity, play the game and take the quiz.

Catch up Plan



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Power Tools

Connect

4.j

I CAN write and talk about the differences between poems, plays, and fictional stories using correct terminology (e.g. verse, rhythm, meter, casts of characters, settings, dialogue, stage directions)

Online Lessons



- [Learnzillion: Make Connections between Text and Illustrations](#)
- [Learnzillion: Distinguish a Poem from Prose](#)
- [Learnzillion Lesson Set: Reading Literature-Garden Poetry](#)

Games/Activities



Performance Tasks



Check for Understanding



- [Learningpod: Mood, Details, & Descriptions](#)
- [Opened: Explain Structural Differences between Poems, Dramas, & Prose](#)
- [Gooru: The Moon](#)

Other Ways You Can Learn About this I CAN



- [Brain Pop](#): Poetry. Watch the video, then complete the activity, play the game and take the quiz.

Catch up Plan



Power Tools

POWER
Graphic Organizer
Journal

Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.



4.k

I CAN conduct short research projects that builds knowledge through investigation of a topic (including History, Science, and/or Math) and use Technology to display my findings (drawings, visual displays, Presentation Software)

Online Lessons



- [Learnzillion Lesson Set: 4th Grade Research Reading and Writing](#)
- [Google Technology Short Videos: Choose One](#)

Games/Activities



- [Search Shark](#)
- [After the Storm](#)
- [The Sports Network 2](#)
- [Quandry](#)

Performance Tasks



Check for Understanding



→

Other Ways You Can Learn About this I CAN



- Brain Pop: [Research](#). [Outlines](#). [Internet Search](#). [Online Sources](#). Watch the video, then complete the activity, play the game and take the quiz.

Catch up Plan



- [Learnzillion Write Alongs for 3rd-8th Grade](#)
Along with your ES or Teacher, determine which skills need to be addressed.



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Power Tools

Graphic Organizers
Concept Mapping
Notes
Connect
Sketch to Stretch



MTSS Handbook 2017-2018

7/25/2017
Spirings Charter School
Personalize Learning Department

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Purpose of MTSS (Multi-Tier Systems of Support)

MTSS provides a means for parents, teachers and key school personnel to systematically review and make suggestions about student performance with a goal to elevate student academic achievement by meeting individual instructional needs.

Generally, the MTSS process begins when the student has been identified through universal screening measures.

MTSS is a three-tier intervention process focused on identifying and assisting struggling students in an effort to help them be successful in school. The process is based on the following principles:

- Teach all children effectively
- Intervene early
- Use a multi-tiered model of service delivery
- Adopt a problem-solving methodology

Why? Schoolwide Screening

Screening all children in a school helps identify students who may need extra help and not let students “fall through the cracks.”

Why? Progress Monitoring

Monitoring the child’s progress allows us to examine what changes, if any, need to be made to the instruction.

Why? High Quality, Research- Based Instruction and SMART Interventions

This ensures that the materials and instruction methods are known to work well.

Why? Collaboration Among School Staff Members

It allows for collaboration and shared knowledge from various perspectives and backgrounds to provide a more well rounded approach to assisting a struggling student.

Why? Better communication between the parents, student, and school staff

Relationships are strengthened and there is increased accountability and collaboration.

Why? Fidelity of Implementation

This is to make sure that instruction or materials are being used in the way they are supposed to be used, because that is when they are most effective.

MTSS Defined

A Multi-Tiered System of Support (MTSS) is a process that provides high-quality, personalized learning, evidence-based instruction matched to students' academic, social, and behavioral needs. Adjustments to instruction and interventions are based on students' performance and rate of success. MTSS promotes a well-integrated system, matching all students; general, gifted, and special education with appropriate intervention and enrichment supports. MTSS was previously referred to as RTI (Response to Intervention). Tier level supports, within MTSS, change based on learner's need. The layers of these supports are available according to targeted needs, but they are not permanent. Supports are identified within tiers to match the intensity of support needed, the learners are not identified as "RTI."

Key Principles of MTSS

- Intervene early
- Use a multi-tiered model of service delivery
- Match instruction to the learners' needs
- Use progress-monitoring data to adjust instruction within each tier
- Use evidence-based interventions and instruction
- Monitor student-progress frequently
- Using PLC (Professional Learning Community) and STAR Teams to ensure that interventions are implemented consistently and effectively
- Encourage parent involvement with consistent communication in all steps of the process

Benefits of MTSS

- Improves education for ALL students
- Eliminates the "wait to fail" situation that prevents at-risk students from receiving services earlier rather than later
- Provides instructionally relevant, easily understood information through personalized learning techniques
- Diagnostic Assessments allow us to KNOW what each student KNOWs to improve mastery of students' skills
- STAR Teams encourage collaboration among teachers, administrators, counselors, special education teachers and families

Data-Driven Decision Making Model

MTSS at SCS is based on a problem-solving model wherein data drives the decision-making process at all tiers. The MTSS team (also referred to as the STAR (Support, Teach, Accelerate, Reach) Team and teachers are continually using data to drive instructional decision making. The process is aligned and connected throughout SCS programs and communication between all parties involved to ensure individual student success.



MTSS Meeting Requirements

Outlined below are the levels and functions of the MTSS (STAR) Meeting process for Springs Charter School.

Tier 1 Meetings

All students will receive evidence-based instruction within the general education classroom and independent study programs. SCS's mission statement of personalized learning incorporates an individualized approach to student learning that is expected to enhance each student's ability to achieve to their highest potential of academic success. Universal screening at the Tier 1 level occurs through school wide Milestones, i-Ready Diagnostic, state test results and progress monitoring through other formal and informal assessments. Regularly scheduled staff meetings are held to discuss and document interventions and progress for all students (PLC).

Frequency of Tier 1 Meetings

Each program will review data during PLC meetings to discuss and document each of their student's progress and ongoing monitoring at least once during each semester. It is recommended that data reviews are conducted at the beginning of the year, and more frequently for students who are demonstrating the greatest areas of need. Staff will keep an assessment folder in each student's file and will document progress.

Tier 2 Meetings

There are four reasons for a Tier 2 meeting.

1. Tier 1 Team Referral
2. Parent request
3. Staff referral
4. Transition meeting for Tier 2 referrals to Tier 3 Level Support

All initial Tier 2 meetings involve the STAR team; Administrator (Principal/Director or MTSS Coordinator), the student's teacher of record or educational specialist. If requested, the school counselor may also attend the meeting. Additional staff who work directly with the student may be asked to provide valuable information to the team in creating an intervention plan. Every 6-8 weeks progress monitoring will occur with the ES/TOR and the MTSS Coordinator. Once the report has been created the ES/TOR will conference with the parent and student regarding the results of progress toward goal. If at any time the results of progress stagnate or regress the ES/TOR and MTSS Coordinator will schedule a meeting with the parent.

Frequency of Tier 2 meetings

All Tier 2 meetings provide an overview of the student's academic strengths and areas of concern, assessment scores, previously attempted interventions and progress monitoring, samples of student work and professional opinions from staff who work directly with the student.

Follow-up Tier 2 meetings occur at least every 4-8 weeks until the student begins to show progress gains or until the initial referral concerns have been resolved. All Tier 2 meetings are documented in the Data Management System (Illuminate) within two weeks of each meeting.

Identify tier level of need (Tier 2 or 3)

Students who have not shown improvement after implementation of the prescribed interventions at the Tier 1 level should be elevated to Tier 2 level support. Students who have not shown improvement after implementation of the prescribed interventions at the Tier 2 level should be elevated to Tier 3 support with more frequent access to intervention and progress monitoring (see the Criteria to Target Tier 2 students). When staff determines that a Tier 2/3 meeting is needed to discuss their concerns about student performance with the parent or to incorporate a more intensive intervention plan, a Tier 2/3 meeting will be arranged. At this level, the discussion is centered on objective assessment data, documented academic and behavior concerns, rates of progress, and professional staff observations of the student's performance.

Tier 2- Parent requested meeting (2 week response time)

When a parent makes a request for additional assistance for their student, program staff will set up a Tier 2 meeting within 2 weeks of the parent's request. This conference is a combined effort of staff and parent for the purpose of addressing the parent concerns. All staff directly involved with the student's academic program should attend the initial meeting prepared to 1)

listen to the parent's concerns, 2) provide constructive feedback in regards to addressing the student's academic and/or behavior performance, 3) provide the parent with objective observations and information.

Tier 2 team referral to Tier 3

It is expected that parents/students and staff participate in the Tier 2 process prior to a referral for evaluation for Special Education assessments. This step in the process will insure legal compliance that all general education services have been exhausted prior to receiving special education services. Clearly documented Tier 2 and 3 meetings leading up to a referral will be beneficial in order to expedite the process for determination of a student's need for additional services. When a referral for evaluation is made to the MTSS Coordinator or administrator, copies of all assessments, evaluations, interventions and samples of student work must be included with the referral. The administrator and Special Education staff will review the documentation and make further recommendations to the local STAR team or begin the assessment process.

The STAR team will continue to meet with staff and parents at 4-8 week intervals until the assessment process is completed and a final determination for additional services has been made. This step in the process will insure a smooth transition for students with disabling conditions while maintaining that each student continues to receive continued support during the evaluation process. If the student qualifies for special education services and an initial IEP meeting is held, the STAR team will continue progress monitoring at the appropriate tier level support.

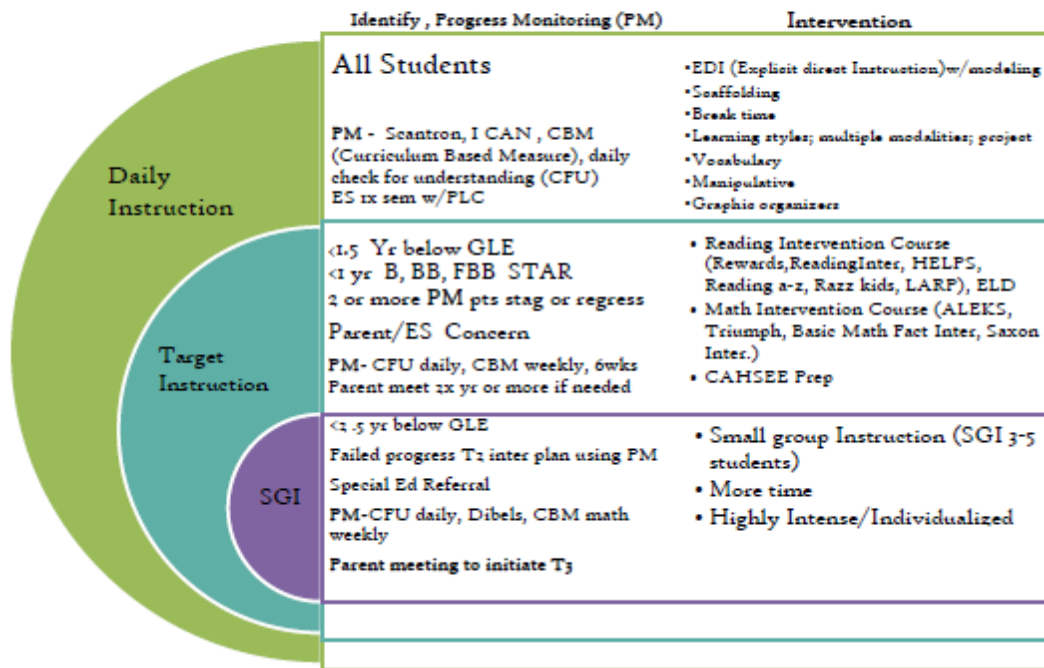
Parent requests for evaluation to determine if their student qualifies for special education services must, by law, be addressed within a designated number of days from the date of the request.

Recommendation for Special Education Assessment (2 week response time)

When a parent makes a verbal or written request for evaluation of their student two actions must be taken by program administrative staff. First, an email must be sent to both the MTSS Coordinator, director/principal and to special.education@springscs.org notifying them of the parent's request. Second, a Tier 2/3 Meeting (see above) must be arranged and held within ten working days of the date the request was made. The Benchmark assessments must be completed prior to the meeting. If the student has not been previously identified as tier 2 or 3 level support an initial meeting to review the student's academic performance, attendance and any other concerns must be held. **Timelines during this process are extremely time sensitive.**

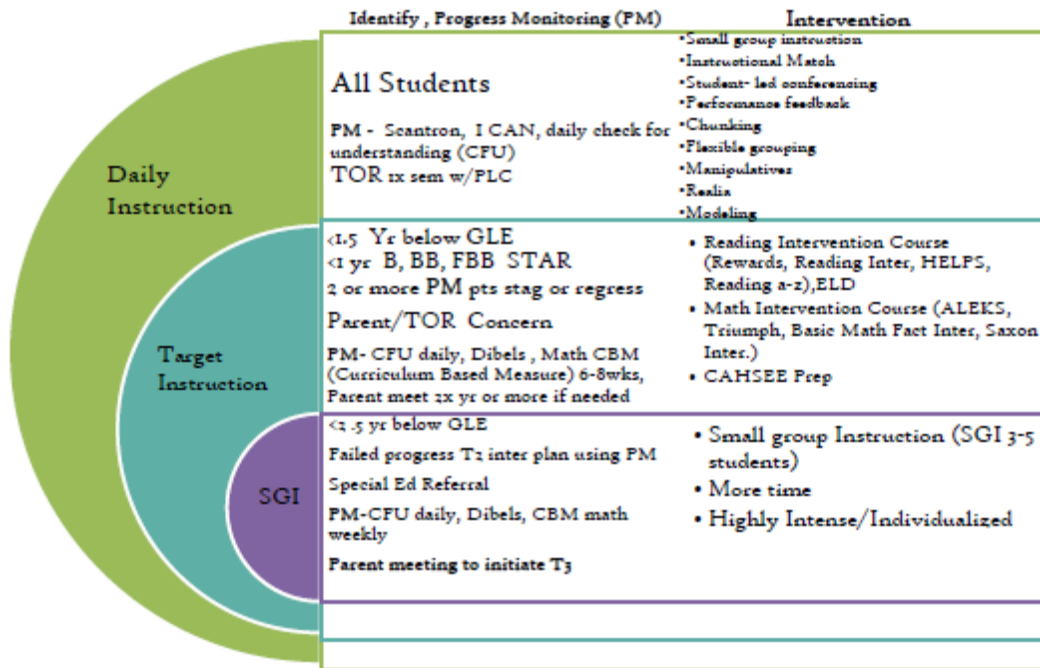
RSCS RtI

Homeschool Academic Support

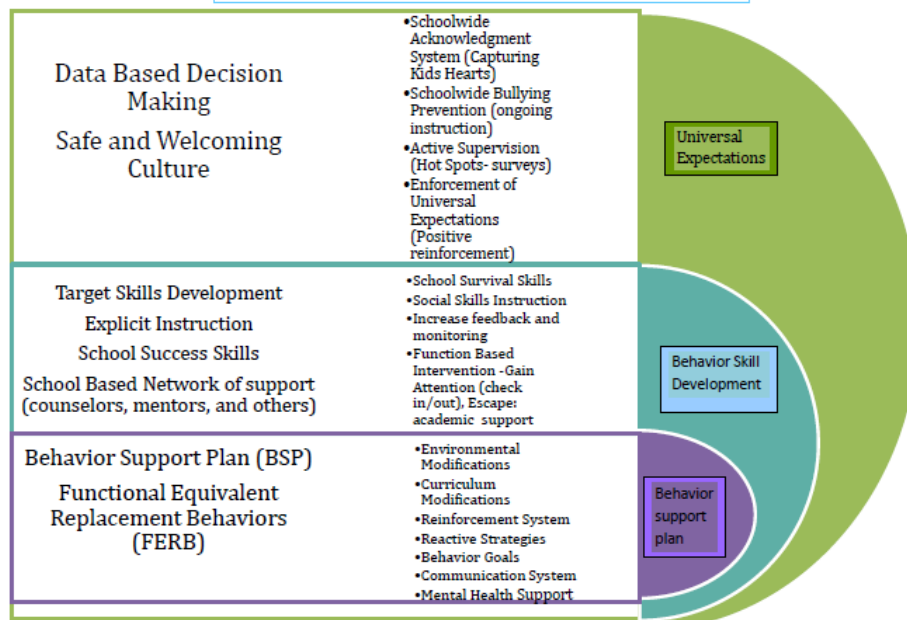


RSCS RtI

Academy Support



SCS PBIS Support System



| |
|--|
| Tier 1 (All Students) Activities checklist |
|--|

- ☐ Universal screening or benchmark conducted at school level
- ☐ Evidence based curricula and strategies in place for all students and differentiation is documented by ES/TOR through the personalized learning plan-
Best practices in teaching are discussed
- ☐ Any student identified as at risk should be monitored using progress monitoring tool or CBM in order to determine instructional effectiveness- **i-Ready and/or I CAN and progress monitoring chart, student monitoring chart**
- ☐ Data included and analyzed by ES/TOR for decision making that indicates if Tier 1 universal interventions should be continued or if there is a need to proceed to the increased intensity of Tier 2 interventions
- ☐ A student folder is maintained which includes copies of any relevant documentation including: i-Ready results, Scaled scores and gains for core areas, copies of prior state test results, all copies of assessment results, student work samples, parent correspondence, etc.
- ☐ Progress is monitored at a minimum of three times per year

Criteria to identify and intervene within tier level support

Identify

1. First look at your student who is not responding to Tier 1 support as evidenced by multiple measures that include the following:

- Students in Red on i-Ready
- Students with skills gaps <1 below GL on curriculum based measures
- Milestone 3 scoring in strategic
- Dibels
- San Diego Quick
- State Test Results

2. Then look at other risk factor that may indicate a need for intervention:

- Multiple areas of concern – including low academic performance in math, ELA and/or behavior concerns
- Student has Adequate Progress or Attendance Issues – OASIS
- Student has a previous or “exited” IEP
- High School student is “at risk” of not graduating or has very low grades and/or units earned (transcript review)
- Teacher concerns based on student work and professional observation
- Parent concerns about student low performance.
- Students whose parent(s) have not received a high school diploma or is identified for the free or reduced lunch program
- English Learners who have not scored at the proficient level on CELDT and state assessment in ELA for two years
- Students on a 504 for academic concerns
- Other “risk factors including; environmental change, traumatic event, and other outside factors affecting student achievement.

3. Intervention- Match student need with level support

Interventions should be provided as needed within the classroom and as part of the homestudy personalized learning assignments. Tiered level support is intended to increase with the student needs. Tier level support changes based on student need, they will move in and out of tier1, 2 and 3 level support as a fluid system.

- Tier 1 support is provided as personalized learning, and differentiated instruction for all learners. Tier 1 represents about 80% of your students. If 80% of your class is working below grade level Tier 1 support will be provided as small group and center instruction including skills in the target area of need (example- using personalized pathways and I Can resources).
- If the student is not responding to tier 1 level support, not making progress toward grade level goals, increase intensity of support through Tier 2 (about 15% of your class).

Tier 2 support will increase in time and intensity. 30- 45 mins 3 times a week (at least) should be focused on previous skills instruction using researched based explicit systematic instruction in small groups for about 17-21 weeks. The systematic, explicit instruction will be assessed every 4-6 weeks using progress monitoring assessments to ensure the instruction is meeting the students learning needs. If not, change it up! Try it for another 4-6 weeks and assess again.

- IF the student is not responding to Tier 2 support, not making progress toward grade level goals, then the student should be provided Tier 3 level support. Tier 3 level support (about 5% of your class) and will increase in time and intensity. 30 mins everyday will be dedicated to small group or one on one instruction using researched based explicit and systematic approach meeting the students learning needs for about 24 weeks. The systematic, explicit instruction will be assessed every 2-4 weeks using progress monitoring assessments to ensure the instruction is meeting the students learning needs. If not, investigate why the intervention is not working: is it being implemented with fidelity, are the goals appropriate, is the student not engaged, and change it up! Try it for another 1-3 weeks and assess again.
- If at the end of the intervention interval the student has not met goals the Coordinator should schedule a meeting with the STAR Team, and possibly the parent, to determine best next steps to address the needs of the student.

Talk to Your MTSS Coordinator if you have concerns about student progress, or questions about the process. They are your resource and a part of your team to ensure ALL students are learning and making AT LEAST 1 year's growth. If the student is working below grade level we need to see MORE than a year's growth to close the achievement gap.

4. Exit Criteria for students involved in Tier 2/3 intervention support:

- General exit criteria would be at least 3 data points from progress monitoring that are at or above the goal at grade level, agreement from classroom teacher and interventionist that the student is ready to exit prior to the next benchmark period because there are curriculum resource materials that align with the remaining targeted I CAN! skills.

Tier 2 process for newly identified students

- Identify student needs based on tier level support
- Schedule time to administer the Tier 2 benchmarks; Dibels Next Benchmark, Dibels Early Release Math Benchmark, San Diego Quick; ensure student has taken i-Ready
- Input assessment data into Oasis
- Schedule an initial Tier 2 meeting with the MTSS Coordinator (starting the end of September)
- Invite additional people as needed, eg. parent(s), Director, EL support, SAI teacher, ACE (Assistant Classroom Educator) and other members of the PS department as needed.

Tier 2 follow up procedures











- Every 4-8 weeks (determined by the RTI team at the initial meeting) the progress monitoring tool will be administered by ES/TOR)

- Assessment data will be input into OASIS by ES/TOR
- The ES/TOR will consult with the director and review progress monitoring results
 - If student makes some progress and/or achieves the goal, a new progress monitoring goal is established and the process continues.
 - If student makes little or no progress towards the goal, determine if a follow-up meeting with the RTI Coordinator needs to be scheduled to establish a new intervention plan or a Tier 3 meeting is needed to discuss necessary steps to ensure all possible general education resources have been exhausted.

Prior to Tier 2/3 Meeting Checklist

- ☐ Review reason for the meeting
- ☐ Review results from universal screening measures
- ☐ Record relevant student information, existing, attempted interventions and accommodations
- ☐ Discuss area(s) of concern and determine specific area of need (can use problem/clarification checklist, parent, student and teacher questionnaires)

Tier 2/3 Meeting Agenda

-  Introduction (2 minutes)
-  Discuss strengths (2 minutes)
-  Problem identification (2 minutes)
-  Review main concern (2 minutes)
-  Problem Analysis (brainstorm) (10 minutes)
-  Complete student achievement goals (10 minutes)
-  Generate interventions (10 minutes)
-  Determine interventions responsibilities
Who, what, where, when and how (2 minutes)
-  Set up progress monitoring (2 minutes)
-  Schedule follow up progress monitoring meeting for 4-8 weeks (2 minutes)

****Record all the information on summary and in OASIS**

Tier 2/3 Activities Checklist:

- ☐ Universal screening or benchmarking conducted at school level
- ☐ Intervention plan is implemented with fidelity. Parent is using the intervention as prescribed at the Tier 2 meeting.
- ☐ Progress monitoring analyzed by ES/TOR every 6-8 weeks for decision making that indicates if Tier 2 interventions are effective.
- ☐ Based on the progress monitoring measures if a student shows regression or stagnates progress there may be a need to proceed to the increased intensity of interventions another meeting should be scheduled with the RTI coordinator and multidisciplinary team.
- ☐ A student folder is maintained which includes copies of any relevant documentation including: Internal Assessment results, Scaled scores and gains

for core areas, copies of prior state tests, all copies of assessment results, student work samples, parent correspondence, etc.

- ☐ Progress is monitored at a minimum of every 4-8 weeks and documented in the Data Management System (Illuminate) with a meeting log.

MTSS Annual Timeline

July/August: *Update OASIS data*

- Data analysis and identification of students within RTI Tiered level support
- Review Universal Screening data on all students needing Tier 1/2/3 support
- Develop students' educational plan to address academic performance concerns

September/October

- Conduct additional assessments on target students and begin team meetings.
- Student observations by teachers, documentation of individual student interventions within the classroom or home setting
- Continue documentation process in Data Management System
- I-Ready and Milestone test window for Fall (all students grade 2-11): September to October

December

- Identify and refer all targeted students in grade 1-8 for retention/promotion process and begin Tier 2 meetings. Include all parent requested & staff referrals for grade level retention or promotion.

January

- Conduct additional assessments for students needing Tier 2/3 support and begin team meetings.
- Student observations by teachers, documentation of individual student interventions within the classroom or home setting
- Continue documentation process in Data Management System
- I-Ready and Milestone window for winter testing and recommended progress monitoring assessment for struggling students. Testing window for Winter: January – February

March

- Conduct additional assessments for students needing Tier 2/3 support and begin team meetings.
- Student observations by teachers, documentation of individual student interventions within the classroom or home setting
- Continue documentation process in Data Management System
- Meet with Tier 2/3 teams, teacher/ES will ensure parent participation in decision and referral of students for grade level retention/promotion recommendations.
- Meet with STAR team to make recommendations for alternative program placement options for fall enrollment. Program Placement alternatives should be determined at a Tier 2/3 meeting with the student's counselor in attendance.

May/June

- Conduct additional assessments for students needing tier 2/3 support and proceed with team meetings.

- Student observations by teachers, documentation of individual student interventions within the classroom or home setting
- Continue documentation process in Data Management System
- i-Ready and Milestone testing window and end of the year reporting
Spring Testing window (all students grades 2-11): May to June
- Review student progress and make recommendations for following year to alternate tier levels of support needed or exit students who indicate grade level performance and progress gains.

Students with Disabilities

Speech Support Requests

Students may be referred for speech support by instructional staff, school administration, and/or parents.

This is a request for support through the MTSS process NOT a request for special education assessment in the area of speech and language. An intervention plan will be established and progress will be monitored to ensure all possible general education resources have been exhausted. If the student is not responding to the interventions, the TOR/ES will follow the MTSS Process meeting with team to address next steps.

Students with Disabilities: 504

All students who have disabilities may be entitled to a 504 Accommodation Plan. By law, these students must have full opportunity to participate in all aspects of the school on an equal basis with students without disabilities. 504 accommodation plans may be written for students with a disability that substantially limits one or more major life activities. Staff must refer these students immediately to the Guidance Department's MTSS/504 coordinator to evaluate the student's disabling condition and to determine if the student qualifies for a 504 plan and/or to make a referral to the MTSS process for ongoing assessment and interventions.

Timelines during this process are extremely time-sensitive and should take a high priority on the STAR Team or student center principal/regional director's schedule. All steps in the 504 referral process will be documented through the MTSS process.

English Language Learners

The ultimate goal of Springs Charter School's English Learner Program is to develop English language literacy in each English learner (EL) as effectively and rapidly as possible so that students experience academic success comparable to native English speakers. SCS recognizes that this goal can be accomplished through programs that are ELD standards based, individualized, and well designed so that students can access the entire curriculum while acquiring English.

Federal case law requires that the main goals of the English Learner Program be to develop in each English learner, fluency in English as effectively and as rapidly as possible, and to develop mastery of the core curriculum comparable to native English speakers. This should be monitored through MTSS. If concerns in progress arise ES/TOR will provide appropriate tier level support and progress monitoring of the MTSS process. Team will ensure that students recoup any academic deficits incurred in achieving grade level standards in those areas. In order to achieve these goals, the charter school will:

- Provide all students with the opportunity to participate in high quality curricular activities that address academic standards
- Offer programs based on student need and sound educational pedagogy
- Provide for and honor parent options
- Provide high quality staff development
- Embrace parent involvement in the educational process
- Provide a process for monitoring the effectiveness of the program.

Springs Charter School is committed to developing in English learners academic proficiency in English, academic achievement at parity with native English speakers, a positive self-image, and reclassification to Fluent English Proficient as well as developing in all students an appreciation of the cultural and linguistic diversity English learners bring to the community.

Grade Level Retention/Promotion

Kindergarten

Under California Education Code 48011, the general provisions for retention or promotion of students enrolled in Kindergarten require the parent or guardian of the child and the school district to agree that the child may continue in kindergarten for not more than an additional school year. At SCS, all kindergarten students will automatically be promoted to the first grade at the completion of the school year. Parent and staff that wish to retain a kindergarten student should use the Kindergarten Retention Form available on the SCS website under Staff Resources.

In cases where the Education Specialist or other staff (Teacher of Record, Advisor, Program Director) does not agree with the parent's request to retain or promote a Kindergarten student, the staff member must submit their reasons for objection to the director. The team will make the determination for retention or promotion. The parent has the right to appeal the decision of staff to the program director, Senior Administrative staff, and the Executive Director of the charter school.

Grades 1 through 8

California Education Code requires that school staff identify students who are being considered for retention and/or promotion as early as possible in order that assessments and instructional interventions can be attempted and measured for success. Parent and/or staff recommendations for retention or promotion of students in grades 1-8 must be targeted for intervention within the MTSS process. Springs' students are expected to be identified for possible retention/promotion by the end of December.

Specific criteria to be met before retention/promotion is considered:

- Student has identified involvement in the MTSS process prior to end of December.
- A Tier 2/3 meeting is held between staff and parents to discuss concerns and the possibility of retention and to develop an assessment/intervention plan. Additional Tier 2/3 meetings are held regularly (every 4 to 8 weeks) throughout the year in order to monitor student progress and to insure ongoing communication between the parent and school staff. A final meeting is held in May and a final decision is made to either retain or promote.
- Determination to retain or promote a student must be made based on assessment data, samples of student work, teacher observations, and other documented information addressed during the MTSS process.
- If a decision is made to retain, a Retention/Promotion Request Form must be completed by the MTSS team administrator or program director and must include participation with the student's counselor. The form will then be submitted to Student Records to complete the process and file the form in the student's cum file.
- The parent has the right to appeal the decision of staff to the program director, Senior Administrative staff, and the Executive Director of the charter school.

Specific criteria used when making the decision to retain or promote:

It is important when discussing student achievement and a possible retention or promotion, that the following criteria must be considered.

- What is the student's current academic standing according to assessments and teacher observations established by SCS?
- What level is the student performing at academically in relationship to his or her typical peers?
- What instructional strategies/intervention have been attempted in order to help the student improve academically? What has been the student's academic improvement gain(s) in response to interventions?
- What will be the social/emotional and developmental impact on the student if a determination to retain or promote is made?
- What other considerations may be factors affecting the student's academic achievements?

High School

Grade level placement for high school students is based on both a minimal unit completion and grade level benchmark courses attempted. Grade level placement is based on a transcript review according to the guidelines described in the SCS High School Advisement Handbook.

Students with an IEP or 504

Refer all retention/promotion determinations for students with IEPs and 504s to the IEP/504 multidisciplinary team (ie.. the student's case manager or the site counselor) early in the school year.

Universal Screening

Universal Screening is a general outcome measure used to identify underperforming students and to determine the rate of increase for the school, classroom, and student. A Universal Screening will not identify why students are underperforming; rather it will identify which students are not at the expected performance criteria for a given grade level in reading and mathematics. The key feature in a screening measure is the accuracy in classifying a student as "at risk" or not "at risk." Although it is important that overall student achievement consistently be evaluated using multiple measures, universal screening is important because it represents the first point of entry into subsequent RtI tiers.

Universal Screening measures for all SCS students:

1. I-Ready for grades KN through 10
2. State Test, including CAASSP
3. Curriculum-based assessments that are part of the student's instructional program
4. Teacher and parent observation, student work samples
5. Discipline Report

i-Ready

Purpose: a computer-adaptive test used to quickly pinpoint the proficiency level of students, across a range of subjects, that correspond with the common core standards. Assessment results are used to personalize learning within the learning plan.

Grades: Kn - 10

Testing Time: approx. 30-40 minutes for each content area

Administration: Individual, internet-based

SCS uses i-Ready as a Universal Screening Measure for all students in Kindergarten through 10th grade. Students take the online assessment in essential academic areas: English Language Arts and Mathematics. The assessment provides for more accurate student placement; diagnosis of instructional needs, including instructional adjustments; and measurement of student gains across reporting periods. The screening data is organized to allow for comparison of both group (e.g. class) and individual performance. Comparisons of group performance can provide feedback about class performance to school leadership to identify when a teacher may require additional support, for example. Individual performance helps identify students who are potentially at risk for not acquiring the academic skill.

Schedule for the i-Ready Administration

(Unless indicated otherwise by administration)

- Fall testing window: September/ October
- Winter testing window: January/February
- Spring testing window: May/June
- Staff may reference the SCS Master Calendar on the website for specific testing windows.

Interpreting i-Ready Scores

Print a Student Profile Report of all subjects to see level placement for overall proficiency and proficiency in each domain for ELA and for Math. The ELA Domains include: Phonemic Awareness, Phonics, High Frequency Words, Vocabulary, Comprehension literature and Comprehension Informational Text. This report also gives the Lexile Level for the student. Refer to the following tables for Mathematics and Reading in order to determine students considered “at risk” and to calculate Grade Level Equivalency.

- **At Risk:** scores below the interquartile range for their enrolled grade. Students risk not being able to progress at the same rate as their peers.
- **Grade level performance(In Range):** Scores ranging from the 25th percentile to the 75th percentile, or the middle 50% of the students enrolled in each grade. Students in this range are performing similarly to their peers.
- **Advanced:** designated by the 95th percentile

Using i-Ready levels to determine grade level equivalency:

Using the GLE score does not mean the student, in the example above, should be promoted to

the fourth grade, since he/she may not have the curricular framework to do actual fourth grade work. Instead this means that the student should be challenged throughout the year with more complex materials that meet necessary state objectives at their current grade level. It also can be interpreted to mean that this state has fairly aggressive expectations for third grade, in comparison with the national norm sample.

Analyzing Growth Gains

When evaluating the data for a student who is considered “at risk,” it is important to determine where the student is performing in relationship to his peers (GLE) as well as the rate in which the student is progressing. For example, consider a student who is determined to be two grade levels behind in math but is progressing at a rate which $1\frac{1}{2}$ times faster than his/her peers. If the student continues to make progress at this rate, we can be confident that he will catch up to his peers in three years. However, the student who is behind and is making progress at a rate considerably lower than peers needs greater intervention and progress monitoring.

Average Gains from Fall to Spring

Using Lexile Scores to Determine Grade Level Equivalency

It should be understood that there is no direct correspondence between a specific Lexile® measure and a specific grade level. Within any classroom or grade, there will be a range of readers and a range of reading materials. For example, in a fifth-grade classroom there will be some readers who are ahead of the typical reader (about 250L above) and some readers who are behind the typical reader (about 250L below). To say that some books are “just right” for fifth graders assumes that all fifth graders are reading at the same level. The Lexile Framework® for Reading is intended to match readers with texts at whatever level the reader is reading. However, MetaMetrics has studied the ranges of Lexile reader measures and Lexile text measures at specific grades in an effort to describe the typical Lexile measure of students and the typical Lexile measure of texts of a given grade level. *Disclaimer: This information is for descriptive purposes only and should not be interpreted as a prescribed guide about what an appropriate reader measure or text measure should be for a given grade.*

| Grade | Reader Measures (Interquartile Range, Mid-Year) | Text Measures (from the Lexile Map) |
|-------|--|--|
| 1 | Up to 300L | 200L to 400L |
| 2 | 140L to 500L | 300L to 500L |
| 3 | 330L to 700L | 500L to 700L |
| 4 | 445L to 810L | 650L to 850L |
| 5 | 565L to 910L | 750L to 950L |
| 6 | 665L to 1000L | 850L to 1050L |
| 7 | 735L to 1065L | 950L to 1075L |

| | | |
|-----------|---------------|----------------|
| 8 | 805L to 1100L | 1000L to 1100L |
| 9 | 855L to 1165L | 1050L to 1150L |
| 10 | 905L to 1195L | 1100L to 1200L |
| 11 and 12 | 940L to 1210L | 1100L to 1300L |

Typical Reader and Text Measures by Grade

Notice that there is considerable overlap between the grades. This is typical of student reading levels and texts published for each grade. In addition, the level of support provided during reading and reader motivation have an impact on the reading experience. Students who are interested in reading about a specific topic (and are therefore motivated) often are able to read text at a higher level than would be forecasted by the reader's Lexile measure.

State Testing

CAASPP State Testing Program

Purpose: They measure students' progress toward achieving California's state-adopted academic content standards, which describe what students should know and be able to do in each grade and subject tested.

Grades: 3 through 8 and 11

Testing Time: Typically 2 to 4 days, depending on the student, grade level, and course schedule. Eg. Students in grades three through eight take a computer based test for various subjects.

Schedule for the CAASSP Administration

CAASSP is administered annually in the spring. For exact dates, refer to SCS Master Calendar and the SCS assessment department.

CAASSP Performance Standards –TBD

Milestone Tests

Purpose: Milestone tests measure students' progress toward achieving the adopted academic content standards, which describe what students should know and be able to do in each grade and subject tested. This is a summative assessment and is meant to test mastery of content taught. The results will be used to target instruction for reteach and review based on students individual results of progress.

Grades: 3-12

Time: Approximately 90 minutes

Schedule for Administration: Three times per year; October, December/January and February/March

Interpreting Scores: If student scores below 70% Targeted instruction with reteach and review are necessary.

Performance Standards: Student must score 70% to demonstrate mastery of content

How to Determine Grade Level Equivalency

i-Ready Reading and Math Overall Performance and GLE Chart

| Reading Placements | Student Grade Level | | | | | | | | | | | | |
|--------------------|---------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| Below K | 0 - 343 | 0 - 328 | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| Level K | 344 - 457 | 329 - 407 | 0 - 392 | 0 - 392 | 0 - 392 | 0 - 392 | 0 - 392 | 0 - 392 | 0 - 392 | 0 - 392 | 0 - 392 | 0 - 392 | 0 - 392 |
| Level 1 | 458 - 520 | 408 - 520 | 393 - 463 | 393 - 448 | 393 - 448 | 393 - 448 | 393 - 448 | 393 - 448 | 393 - 448 | 393 - 448 | 393 - 448 | 393 - 448 | 393 - 448 |
| Level 2 | 521 - 560 | 521 - 560 | 464 - 560 | 449 - 513 | 449 - 498 | 449 - 498 | 449 - 498 | 449 - 498 | 449 - 498 | 449 - 498 | 449 - 498 | 449 - 498 | 449 - 498 |
| Level 3 | 561 - 800 | 561 - 584 | 561 - 584 | 514 - 584 | 499 - 556 | 499 - 541 | 499 - 541 | 499 - 541 | 499 - 541 | 499 - 541 | 499 - 541 | 499 - 541 | 499 - 541 |
| Level 4 | NA | 585 - 800 | 585 - 627 | 585 - 627 | 557 - 627 | 542 - 580 | 542 - 565 | 542 - 565 | 542 - 565 | 542 - 565 | 542 - 565 | 542 - 565 | 542 - 565 |
| Level 5 | NA | NA | 628 - 800 | 628 - 635 | 628 - 635 | 581 - 635 | 566 - 597 | 566 - 582 | 566 - 582 | 566 - 582 | 566 - 582 | 566 - 582 | 566 - 582 |
| Level 6 | NA | NA | NA | 636 - 800 | 636 - 653 | 636 - 653 | 598 - 653 | 583 - 608 | 583 - 593 | 583 - 593 | 583 - 593 | 583 - 593 | 583 - 593 |
| Level 7 | NA | NA | NA | NA | 654 - 800 | 654 - 670 | 654 - 670 | 609 - 670 | 594 - 619 | 594 - 604 | 594 - 604 | 594 - 604 | 594 - 604 |
| Level 8 | NA | NA | NA | NA | NA | 671 - 800 | 671 - 684 | 671 - 684 | 620 - 684 | 605 - 639 | 605 - 624 | 605 - 624 | 605 - 624 |
| Level 9 | NA | NA | NA | NA | NA | NA | 685 - 800 | 685 - 712 | 685 - 712 | 640 - 712 | 625 - 651 | 625 - 636 | 625 - 636 |
| Level 10 | NA | NA | NA | NA | NA | NA | NA | 713 - 800 | 713 - 723 | 713 - 723 | 652 - 723 | 637 - 659 | 637 - 644 |
| Level 11 | NA | NA | NA | NA | NA | NA | NA | NA | 724 - 800 | 724 - 735 | 724 - 735 | 660 - 735 | 645 - 667 |
| Level 12 | NA | NA | NA | NA | NA | NA | NA | NA | NA | 736 - 800 | 736 - 800 | 736 - 800 | 668 - 800 |

| Mathematics Placements | Student Grade Level | | | | | | | | | | | | |
|------------------------|---------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| Below K | 0 - 402 | 0 - 387 | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| Level K | 403 - 499 | 388 - 424 | 0 - 409 | 0 - 409 | 0 - 409 | 0 - 409 | 0 - 409 | 0 - 409 | 0 - 409 | 0 - 409 | 0 - 409 | 0 - 409 | 0 - 409 |
| Level 1 | 500 - 533 | 425 - 523 | 410 - 446 | 410 - 431 | 410 - 431 | 410 - 431 | 410 - 431 | 410 - 431 | 410 - 431 | 410 - 431 | 410 - 431 | 410 - 431 | 410 - 431 |
| Level 2 | 534 - 569 | 524 - 569 | 447 - 542 | 432 - 468 | 432 - 453 | 432 - 453 | 432 - 453 | 432 - 453 | 432 - 453 | 432 - 453 | 432 - 453 | 432 - 453 | 432 - 453 |
| Level 3 | 570 - 800 | 570 - 578 | 543 - 578 | 469 - 563 | 454 - 489 | 454 - 474 | 454 - 474 | 454 - 474 | 454 - 474 | 454 - 474 | 454 - 474 | 454 - 474 | 454 - 474 |
| Level 4 | NA | 579 - 800 | 579 - 588 | 564 - 588 | 490 - 574 | 475 - 500 | 475 - 485 | 475 - 485 | 475 - 485 | 475 - 485 | 475 - 485 | 475 - 485 | 475 - 485 |
| Level 5 | NA | NA | 589 - 800 | 589 - 598 | 575 - 598 | 501 - 584 | 486 - 511 | 486 - 508 | 486 - 508 | 486 - 508 | 486 - 508 | 486 - 508 | 486 - 508 |
| Level 6 | NA | NA | NA | 599 - 800 | 599 - 609 | 585 - 609 | 512 - 599 | 509 - 522 | 509 - 527 | 509 - 527 | 509 - 527 | 509 - 527 | 509 - 527 |
| Level 7 | NA | NA | NA | NA | 610 - 800 | 610 - 618 | 600 - 618 | 523 - 604 | 528 - 533 | 528 - 536 | 528 - 536 | 528 - 536 | 528 - 536 |
| Level 8 | NA | NA | NA | NA | NA | 619 - 800 | 619 - 628 | 605 - 614 | 534 - 614 | 537 - 555 | 537 - 555 | 537 - 555 | 537 - 555 |
| Level 9 | NA | NA | NA | NA | NA | NA | 629 - 800 | 615 - 626 | 615 - 626 | 556 - 626 | 556 - 586 | 556 - 571 | 556 - 571 |
| Level 10 | NA | NA | NA | NA | NA | NA | NA | 627 - 800 | 627 - 637 | 627 - 637 | 587 - 637 | 572 - 601 | 572 - 586 |
| Level 11 | NA | NA | NA | NA | NA | NA | NA | NA | 638 - 800 | 638 - 652 | 638 - 652 | 602 - 652 | 587 - 616 |
| Level 12 | NA | NA | NA | NA | NA | NA | NA | NA | NA | 653 - 800 | 653 - 800 | 653 - 800 | 617 - 800 |

| Mathematics Placement | Student Grade Level | | | |
|-----------------------|---------------------|-----------|-----------|-----------|
| | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| Level K | 0 - 409 | 0 - 409 | 0 - 409 | 0 - 409 |
| Level 1 | 410 - 431 | 410 - 431 | 410 - 431 | 410 - 431 |
| Level 2 | 432 - 453 | 432 - 453 | 432 - 453 | 432 - 453 |
| Level 3 | 454 - 474 | 454 - 474 | 454 - 474 | 454 - 474 |
| Level 4 | 475 - 485 | 475 - 485 | 475 - 485 | 475 - 485 |
| Level 5 | 486 - 508 | 486 - 508 | 486 - 508 | 486 - 508 |
| Level 6 | 509 - 527 | 509 - 527 | 509 - 527 | 509 - 527 |
| Level 7 | 528 - 536 | 528 - 536 | 528 - 536 | 528 - 536 |
| Level 8 | 537 - 555 | 537 - 555 | 537 - 555 | 537 - 555 |
| Algebra I | 556 - 626 | 556 - 586 | 556 - 571 | 556 - 571 |
| Geometry | 627 - 637 | 587 - 637 | 572 - 601 | 572 - 586 |
| Algebra II | 638 - 652 | 638 - 652 | 602 - 652 | 587 - 616 |
| CCR Math | 653 - 800 | 653 - 800 | 653 - 800 | 617 - 800 |

| SCS Performance Standards for Oral Reading Fluency | | | |
|--|-------------|---------------|---------------|
| Grade | Fall (WCPM) | Winter (WCPM) | Spring (WCPM) |
| 1 | | 20-40 | 40-60 |
| 2 | 30-60 | 50-80 | 60-90 |
| 3 | 60-90 | 80-100 | 90-110 |
| 4 | 80-100 | 90-110 | 110-130 |
| 5 | 110-130 | 120-140 | 120-150 |
| 6 | 100-140 | 120-150 | 120-160 |
| 7 | 120-150 | 120-160 | 130-170 |
| 8 | 120-160 | 130-170 | 140-180 |

| | |
|--|--|
| <p>Fluency- Use Reading A-Z Passage or Dibles*</p> <p>*An assessment needed for Tier 2 consideration</p> <p>Use a grade level passage for the assessment. Dibles passages can be found in your Assessment Tool Box binder or on Moodle under RTI Resources.</p> <p>**For monthly progress monitoring you will use a passage AT their reading level.</p> | <p>San Diego Quick</p> <p>Measures recognition of words out of context. *An assessment needed for Tier 2 consideration</p> <p>The test consists of 13 graded word lists from preprimer to 11th grade. The words within each list are of about equal difficulty. Weak readers over rely on context and recognize words in context more easily than out of context.</p> <p>1-Error= Independent 2-Errors= Instructional 3-Errors= Frustration</p> <p>**The student's reading level is the last grade level word list in which the student reads eight or more words correctly.</p> |
|--|--|

| How to read i-Ready tables | Lexile Level | | |
|---|--------------|---|---|
| 1. Determine the student's grade . 2. Look at that column to see the range of scores that student should have in order to be considered on-level for his grade . • For example: On the Math Assessment, a student in fourth grade needs to score between 490 and 574 to be considered on-grade-level for math . On the Reading Assessment, a student in fourth grade needs to score between 557 and 627 to be considered on-grade-level for reading . • Note that these charts reflect overall scores for both Math and Reading . There are different scale-score ranges for each domain. **adapted from i-ready user guide | Grade | Reader Measures (Interquartile Range, Mid-Year) | Text Measures (from the Lexile Map) |
| | 1 | Up to 300L | 200L to 400L |
| | 2 | 140L to 500L | 300L to 500L |
| | 3 | 330L to 700L | 500L to 700L |
| | 4 | 445L to 810L | 650L to 850L |
| | 5 | 565L to 910L | 750L to 950L |
| | 6 | 665L to 1000L | 850L to 1050L |
| | 7 | 735L to 1065L | 950L to 1075L |
| | 8 | 805L to 1100L | 1000L to 1100L |
| | 9 | 855L to 1165L | 1050L to 1150L |
| | 10 | 905L to 1195L | 1100L to 1200L |
| | 11 and 12 | 940L to 1210L | 1100L to 1300L |

Benchmark Assessments

There are three additional assessments required for all SCS Students Involved in Tier 2/3 level support. These assessments are each used to provide a different aspect of student achievement. Their purpose is to establish baselines in which to measure growth gains and

along with universal screening measures is used to establish goals for the purpose of determining and achieving grade level equivalency. They are:

1. Dibels Next grade level Benchmark; Oral Reading Fluency and Retell Fluency (ORF and RTF)
2. Dibels Early Release Math Benchmark Assessment
3. San Diego Quick

It is important to note that because these assessments are not being administered to all students, parent permission should be given before administering the assessments to students. The assessments and administration directions can be found in the Rtl Google Site.

Dibels NEXT

Purpose: Helps examine how students are doing in learning important reading skills. The results can help identify students who are “on track” for learning to read, or whether a student may need help in learning important reading skills. The skills assessed are:

- Phonemic Awareness: hearing and using sounds in spoken words
- Alphabetic Principle: Knowing the sounds of the letters and sounding out written words
- Accurate and Fluent Reading: Reading stories and other materials easily and quickly with few mistakes
- Vocabulary: Understanding and using a variety of words
- Comprehension: Understanding what is spoke or read

Ages: K through 10

Testing Time: 5-10 minutes

Administration: Individual

The Dynamic Indicators of Basic Early Literacy Skills (Dibels NEXT) are comprised of the following measures:

- FSF: First Sounds Fluency
- LNF: Letter Naming Fluency
- PSF: Phoneme Segmentation Fluency
- NWF: Nonsense Word Fluency
- DORF: DIBELS Oral Reading Fluency
- RTF: Retell Fluency
- DAZE:Dibels Comprehension Maze
- WUF: Word Use Fluency

The most important Dibels measure to administer to students is the ORF, or Dibels Oral Reading Fluency. This one is required for all students in Tier 2 of the RtI process.

Schedule for the Dibels NEXT Administration

At a minimum for baseline and benchmark data collection, students in Tier 2 should be assessed at the beginning, middle, and end of an academic year to allow for timely instructional feedback. The following figure provides information on which measures to administer depending on grade and time of year. Only Oral Reading Fluency is required at this time. The progress monitoring materials are used for more-frequent assessment of students whose performance needs to be closely monitored to ensure they are making adequate progress.

Interpreting Dibels NEXT Scores

The first time the Dibels is administered, refer to the following table to determine the baseline scores and determine if student is “at risk.” Low risk is considered at the 40th percentile and above. The goal for the end of the school year for Oral Reading Fluency would be greater than

the “low risk.” For example, at the end of first grade, the goal is that the lowest student in the class would be able to read at least 40 correct words per minute.

Dibels NEXT Performance Standards

| Kindergarten | | | | | | |
|---|-------------------------------------|--------------------------------------|-------------------------------------|--------------------------------------|-------------------------------------|--------------------------------------|
| | Beginning of year Months 1-3 | | Middle of year Months 4-6 | | End of school year Months 7-10 | |
| | Scores | Status | Scores | Status | Scores | Status |
| First Sound Fluency (FSF) | 10+ 5 – 9 0 - 4 | At or above Below At Risk | 30+ 20 - 29 0 - 19 | Established Emerging Deficient | Not administered during this period | |
| Phoneme Segmentation Fluency (PSF) | Not administered during this period | | 20+ 10 - 19 0 - 9 | At or above Below At Risk | 40+ 25-39 0 - 24 | Established Emerging Deficient |
| Nonsense Word Fluency (NWF) | Not administered during this period | | 17+ 8 – 16 0 - 7 | At or above Below At Risk | 28+ 15 – 27 0 - 14 | At or Above Below At Risk |
| First Grade | | | | | | |
| Phoneme Segmentation Fluency (PSF) | 40+ 25-39 0 - 24 | Established Emerging Deficient | Not administered during this period | | Not administered during this period | |
| Nonsense Word Fluency (NWF) CLS | 27+ 18 – 26 0 – 17 | At or above Below At Risk | 43+ 33 - 42 0 – 32 | At or above Below At Risk | 58+ 47 - 57 0 – 46 | At or above Below At Risk |
| Nonsense Word Fluency (NWF) WWR | 1+ 0 | At or above Below At Risk | 8+ 3 – 7 0 - 2 | At or above Below At Risk | 13+ 6 – 12 0 - 5 | At or above Below At Risk |
| Dibels Oral Reading Fluency (DORF) cwpm | Not administered during this period | | 23+ 16 - 22 0 – 15 | At or above Below At Risk | 47+ 32 - 46 0 – 31 | At or above Below At Risk |
| DORF Accuracy | Not administered during this period | | 78%+ 68%-77% 0%-67% | At or above Below At Risk | 90%+ 82%-89% 0%-81% | At or above Below At Risk |

| | | | | | | |
|----------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|---------------------------------|-------------------------------------|---------------------------------|
| DORF Retell | Not administered during this period | | Not administered during this period | | 15+ 0 - 14 | At or above Below At Risk |
| Second Grade | | | | | | |
| Nonsense Word Fluency (NWF) CLS | 54+ 35 - 53 0 - 34 | Establish ed Emerging Deficit | Not administered during this period | | Not administered during this period | |
| NWF -WWR | 13+ 6 – 12 0 - 5 | Establish ed Emerging Deficit | | | | |
| Oral Reading Fluency (DORF) | 52+ 37 – 51 0 - 36 | At or above Below At Risk | 72+ 55- 71 0 – 54 | At or above Below At Risk | 87+ 65 - 86 0 – 64 | At or above Below At Risk |
| DORF Accuracy | 90%+ 81%-89% 0- 80% | At or above Below At Risk | 96%+ 91%- 95% 0- 90% | At or above Below At Risk | 97%+ 93%-96% 0- 92% | At or above Below At Risk |
| Retell | 16+ 8-15 0 – 7 | At or above Below At Risk | 21+ 13 - 20 0 - 12 | At or above Below At Risk | 27+ 18 – 26 0 - 17 | At or above Below At Risk |
| Third Grade | | | | | | |
| Oral Reading Fluency (DORF) cwpm | 70+ 55 - 69 0 - 54 | At or above Below At Risk | 86+ 68 - 85 0 - 67 | At or above Below At Risk | 100+ 80-99 0 - 79 | At or above Below At Risk |
| DORF Accuracy | 95%+ 89%- 94% 0- 88% | At or above Below At Risk | 96%+ 92%- 95% 0 – 91% | At or above Below At Risk | 97%+ 94%- 96% 0- 93% | At or above Below At Risk |
| Retell | 20+ 10-19 0-9 | At or above Below At Risk | 26+ 18-25 0-17 | At or above Below At Risk | 30+ 20-29 0-19 | At or above Below At Risk |
| Daze | 8+ 5 – 7 0 - 4 | At or above | 11+ 7 – 10 0 - 6 | At or above | 19+ 14 – 18 0 - 13 | At or above |

| | | | | | | |
|--|---------------------------------|------------------------------------|---------------------------------|------------------------------------|------------------------------|------------------------------------|
| | | Below At Risk | | Below At Risk | | Below At Risk |
| Fourth Grade | | | | | | |
| Oral Reading Fluency (DORF) cwpm | 90+ 70-89 0-69 | At or above Below At Risk | 103+ 79-102 0-78 | At or above Below At Risk | 115+ 95-114 0-94 | At or above Below At Risk |
| DORF accuracy | 96%+ 93%- 95% 0-92% | At or above Below At Risk | 97%+ 94%- 96% 0-93% | At or above Below At Risk | 98% 95%-97% 0-94% | At or above Below At Risk |
| Retell | 27+ 14-26 0-13 | At or above Below At Risk | 30+ 20-29 0-19 | At or above Below At Risk | 33+ 24-32 0-23 | At or above Below At Risk |
| Daze | 15+ 10-14 0-9 | At or above Below At Risk | 17+ 12-16 0-11 | At or above Below At Risk | 24+ 20-23 0-19 | At or above Below At Risk |
| Fifth Grade | | | | | | |
| Oral Reading Fluency (DORF) | 111+ 96 – 110 0 - 95 | At or above Below At Risk | 120+ 101 – 119 0 - 100 | At or above Below At Risk | 130+ 105 – 129 0 - 104 | At or above Below At Risk |
| DORF Accuracy | 98% + 95%- 97% 0%- 94% | At or above Below At Risk | 98%+ 96%- 97% 0- 95% | At or above Below At Risk | 99%+ 97%- 98% 0- 96% | At or above Below At Risk |
| Retell | 33+ 22-32 0 - 21 | At or above Below At Risk | 36+ 25-35 0 - 24 | At or above Below At Risk | 36+ 25-35 0 - 24 | At or above Below At Risk |
| Daze | 18+ 12 – 17 0 - 11 | At or above Below At Risk | 20+ 13 – 19 0 - 12 | At or above Below At Risk | 24+ 18 – 23 0 - 17 | At or above Below At Risk |
| Sixth Grade | | | | | | |
| Oral Reading Fluency (DORF) | 107+ 90 – 106 0 - 89 | At or above Below At Risk | 109+ 92 – 108 0 - 91 | At or above Below At Risk | 120+ 95 – 119 0 - 94 | At or above Below At Risk |

| | | | | | | |
|-------------------------------|---------------------------------|------------------------------------|---------------------------------|------------------------------------|------------------------------|------------------------------------|
| DORF Accuracy | 97% + 94%- 96% 0 – 93% | At or above Below At Risk | 97% + 94%- 96% 0 – 93% | At or above Below At Risk | 98% + 96%- 97% 0 – 95% | At or above Below At Risk |
| Retell | 27+ 16- 26 0 - 15 | At or above Below At Risk | 29 + 18 – 28 0 - 17 | At or above Below At Risk | 32+ 24 – 31 0 - 23 | At or above Below At Risk |
| Daze | 18 + 14 – 17 0 - 13 | At or above Below At Risk | 19+ 14 – 18 0 - 13 | At or above Below At Risk | 21+ 15 – 20 0 - 14 | At or above Below At Risk |
| Seventh Grade | | | | | | |
| Oral Reading Fluency (ORF) | 135+ 114-134 0 - 113 | At or above Below At Risk | 146+ 126-145 0 - 125 | At or above Below At Risk | 157 + 134-156 0 - 155 | At or above Below At Risk |
| DORF Accuracy | 97% + 94%- 96% 0 – 93% | At or above Below At Risk | 97% + 94%- 96% 0 – 93% | At or above Below At Risk | 98% + 96%- 97% 0 – 95% | At or above Below At Risk |
| Retell | 27+ 16- 26 0 - 15 | At or above Below At Risk | 29 + 18 – 28 0 - 17 | At or above Below At Risk | 32+ 24 – 31 0 - 23 | At or above Below At Risk |
| Daze | 18 + 14 – 17 0 - 13 | At or above Below At Risk | 19+ 14 – 18 0 - 13 | At or above Below At Risk | 21+ 15 – 20 0 - 14 | At or above Below At Risk |
| Eight Grade | | | | | | |
| Oral Reading Fluency (ORF) | 141+ 115-140 0 - 114 | At or above Below At Risk | 153+ 126-152 0 - 125 | At or above Below At Risk | 159+ 132 -158 0 - 131 | At or above Below At Risk |
| DORF Accuracy | 97% + 94%- 96% 0 – 93% | At or above Below At Risk | 97% + 94%- 96% 0 – 93% | At or above Below At Risk | 98% + 96%- 97% 0 – 95% | At or above Below At Risk |
| Retell | 27+ 16- 26 0 - 15 | At or above Below At Risk | 29 + 18 – 28 0 - 17 | At or above Below At Risk | 32+ 24 – 31 0 - 23 | At or above Below At Risk |

| | | | | | | |
|------|---------------------------|------------------------------------|--------------------------|------------------------------------|--------------------------|------------------------------------|
| Daze | 18 + 14 – 17 0 - 13 | At or above Below At Risk | 19+ 14 – 18 0 - 13 | At or above Below At Risk | 21+ 15 – 20 0 - 14 | At or above Below At Risk |
|------|---------------------------|------------------------------------|--------------------------|------------------------------------|--------------------------|------------------------------------|

Using Dibels NEXT to Determine Grade Level Equivalency

There is no direct correspondence between correct words per minute and a specific grade level. Within any classroom or grade, there will be a range of readers and a range of reading materials. For example, in a fifth-grade classroom there will be some readers who are ahead of the typical reader (about 250L above) and some readers who are behind the typical reader (about 250L below). To say that some books are “just right” for fifth graders assumes that all fifth graders are reading at the same level. Dibels assessments are intended to use for goal setting and progress monitoring. However, the following chart can be referenced as a guide for determining grade level equivalency. Administer the Dibels benchmark probe for oral reading fluency to determine number of correct words per minute the student read. Refer to the following chart and find the column for the time in which the test was administered. I.e. fall, winter, or spring. Next, go down and find the correct number of words read per minute. Refer to the grade level equivalency for that row. For example, if a student read 105 cwpm in the fall.

Oral Reading Fluency (DORF) Target Rate Norms

| Grade | Fall (WCPM) | Winter (WCPM) | Spring (WCPM) |
|-------|----------------|------------------|------------------|
| 1 | | 20-40 | 40-60 |
| 2 | 30-60 | 50-80 | 60-90 |
| 3 | 60-90 | 80-100 | 90-110 |
| 4 | 80-100 | 90-110 | 110-130 |
| 5 | 110-130 | 120-140 | 120-150 |
| 6 | 100-140 | 120-150 | 120-160 |
| 7 | 120-150 | 120-160 | 130-170 |
| 8 | 120-160 | 130-170 | 140-180 |

Source: Adapted from “AIMSweb: Charting the Path to Literacy,” 2003, Edformation, Inc. Available at www.aimsweb.com/norms/reading_fluency.htm. Data are also adapted from “Curriculum-Based Oral Reading Fluency Norms for Students in Grades 2 Through 5,” by J. E. Hasbrouck and G. Tindal, 1992, Teaching Exceptional Children, 24, pp. 41-44.

Dibels Early Release Math Benchmark Assessment

Purpose: Dibels Math measures are brief indicators of larger skill areas. As indicators they are meant to be quick, efficient predictors of overall mathematics success. The measures are not designed for in-depth diagnostic testing, as with other curriculum based measures (CBM), an analysis of error patterns can provide instructionally relevant diagnostic information. It may be highly predictive of later mathematic success.

- Ages: K through 10
Testing Time: 5-10 minutes
Administration: Individual and/or large group

The Dibels Early Release Math assessment are comprised of the following measures:

- Beginning Quantity Discrimination
- Number Identification
- Next Number Fluency
- Advanced Quantity Discrimination
- Missing Number Fluency
- Computation
- Concepts and Applications

Grade Level Time Limits for Worksheets

Each worksheet has multiple pages. The time limits are for the entire worksheet, not each page.

| Grade | Time Limit per Worksheet |
|-------|--------------------------|
| 2 | 5 minutes |
| 3 | 12 minutes |
| 4 | 10 minutes |
| 5 | 14 minutes |
| 6 | 16 minutes |

At a minimum for baseline and benchmark data collection, students in Tier 2 and 3 should be assessed at the beginning, middle, and end of an academic year to allow for timely instructional feedback. The progress monitoring materials are used for more-frequent assessment of students whose performance needs to be closely monitored to ensure they are making adequate progress.

Interpreting Dibels Early Release Math Scores

The first time the Dibels Math is administered, refer to the following table to determine the baseline scores and determine if student is “at risk.” Below Benchmark is considered at the 50th percentile. The goal for the end of the school year would be greater than “Below Benchmark.” For example, at the end of first grade, the goal is that the lowest student in the class would fall within “Below Benchmark” according to the grade level charts below.

Table 1. Design or Target Odds of Achieving Subsequent Early Numeracy or Computation Goals, DIBELS Math Benchmark Score Levels, and Likely Need for Support

| Target odds of achieving subsequent early numeracy or computation goals | Visual Representation | DIBELS Math Score Level | Likely need for support to achieve subsequent early numeracy or computation goals |
|---|-----------------------|--|---|
| 80% to 90% | ■ | At or Above Benchmark <i>scores at or above the benchmark goal</i> | Likely to Need Core Support |
| 40% to 60% | ▒ | Below Benchmark <i>scores below the benchmark goal and at or above the cut point for risk</i> | Likely to Need Strategic Support |
| 10% to 20% | □ | Well Below Benchmark <i>scores below the cut point for risk</i> | Likely to Need Intensive Support |

DIBELS Math Benchmark Goals and Cut Points for Risk for Kindergarten Children

| DIBELS Math Measure | DIBELS Math Score Level | Likely Need for Support | Beginning of Year | Middle of Year | End of Year |
|--|-------------------------|----------------------------------|-------------------|----------------|-------------|
| DIBELS Math Early Numeracy Composite Score | At or Above Benchmark | Likely to Need Core Support | 27+ | 48+ | 75+ |
| | Below Benchmark | Likely to Need Strategic Support | 11 - 26 | 31 - 47 | 51 - 74 |
| | Well Below Benchmark | Likely to Need Intensive Support | 0 - 10 | 0 - 30 | 0 - 50 |
| Beginning Quantity Discrimination (BQD) | At or Above Benchmark | Likely to Need Core Support | 5+ | 8+ | 11+ |
| | Below Benchmark | Likely to Need Strategic Support | 2 - 4 | 4 - 7 | 7 - 10 |
| | Well Below Benchmark | Likely to Need Intensive Support | 0 - 1 | 0 - 3 | 0 - 6 |
| Number Identification Fluency (NIF) | At or Above Benchmark | Likely to Need Core Support | 6+ | 13+ | 23+ |
| | Below Benchmark | Likely to Need Strategic Support | 3 - 5 | 7 - 12 | 13 - 22 |
| | Well Below Benchmark | Likely to Need Intensive Support | 0 - 2 | 0 - 6 | 0 - 12 |
| Next Number Fluency (NNF) | At or Above Benchmark | Likely to Need Core Support | 5+ | 10+ | 12+ |
| | Below Benchmark | Likely to Need Strategic Support | 1 - 4 | 6 - 9 | 9 - 11 |
| | Well Below Benchmark | Likely to Need Intensive Support | 0 | 0 - 5 | 0 - 8 |

The benchmark goal is the number provided in the At or Above Benchmark row. The cut point for risk is the first number provided in the Below Benchmark row. At the beginning and middle of year, the DIBELS Math Composite is 2 * BQD + 1 * NIF + 2 * NNF. At the end of year, the DIBELS Math Composite is 2 * BQD + 1 * NIF + 3 * NNF.

DIBELS Math Benchmark Goals and Cut Points for Risk for First Grade Children

| DIBELS Math Measure | DIBELS Math Score Level | Likely Need for Support | Beginning of Year | Middle of Year | End of Year |
|--|-------------------------|----------------------------------|-------------------|----------------|-------------|
| DIBELS Math Composite Score | At or Above Benchmark | Likely to Need Core Support | 116+ | 43+ | 51+ |
| | Below Benchmark | Likely to Need Strategic Support | 70 - 115 | 31 - 42 | 40 - 50 |
| | Well Below Benchmark | Likely to Need Intensive Support | 0 - 69 | 0 - 30 | 0 - 39 |
| Number Identification Fluency (NIF) | At or Above Benchmark | Likely to Need Core Support | 27+ | | |
| | Below Benchmark | Likely to Need Strategic Support | 14 - 26 | | |
| | Well Below Benchmark | Likely to Need Intensive Support | 0 - 13 | | |
| Next Number Fluency(NNF) | At or Above Benchmark | Likely to Need Core Support | 12+ | | |
| | Below Benchmark | Likely to Need Strategic Support | 7 - 11 | | |
| | Well Below Benchmark | Likely to Need Intensive Support | 0 - 6 | | |
| Advanced Quantity Discrimination (AQD) | At or Above Benchmark | Likely to Need Core Support | 10+ | 18+ | 20+ |
| | Below Benchmark | Likely to Need Strategic Support | 5 - 9 | 13 - 17 | 15 - 19 |
| | Well Below Benchmark | Likely to Need Intensive Support | 0 - 4 | 0 - 12 | 0 - 14 |
| Missing Number Fluency (MNF) | At or Above Benchmark | Likely to Need Core Support | 4+ | 7+ | 9+ |
| | Below Benchmark | Likely to Need Strategic Support | 2 - 3 | 5 - 6 | 7 - 8 |
| | Well Below Benchmark | Likely to Need Intensive Support | 0 - 1 | 0 - 4 | 0 - 6 |
| Computation (Comp) | At or Above Benchmark | Likely to Need Core Support | 5+ | 9+ | 13+ |
| | Below Benchmark | Likely to Need Strategic Support | 2 - 4 | 5 - 8 | 9 - 12 |
| | Well Below Benchmark | Likely to Need Intensive Support | 0 - 1 | 0 - 4 | 0 - 8 |

The benchmark goal is the number provided in the At or Above Benchmark row. The cut point for risk is the first number provided in the Below Benchmark row. At the beginning of year, the DIBELS Math Composite is 1 * NIF + 3 * NNF + 2 * AQD + 5 * MNF + 4 * Comp. At the middle of year, the DIBELS Math Composite is 1 * AQD + 2 * MNF + 1 * Comp. At the end of year, the DIBELS Math Composite is 1 * AQD + 2 * MNF + 1 * Comp.

DIBELS Math Benchmark Goals and Cut Points for Risk for Second Grade Children

| DIBELS Math Measure | DIBELS Math Score Level | Likely Need for Support | Beginning of Year | Middle of Year | End of Year |
|--------------------------------|-------------------------|----------------------------------|-------------------|----------------|-------------|
| DIBELS Math Computation (Comp) | At or Above Benchmark | Likely to Need Core Support | 7+ | 10+ | 13+ |
| | Below Benchmark | Likely to Need Strategic Support | 4 - 6 | 7 - 9 | 10 - 12 |
| | Well Below Benchmark | Likely to Need Intensive Support | 0 - 3 | 0 - 6 | 0 - 9 |

The benchmark goal is the number provided in the At or Above Benchmark row. The cut point for risk is the first number provided in the Below Benchmark row.

DIBELS Math Benchmark Goals and Cut Points for Risk for Third Grade Children

The third grade goals are no longer applicable since the timing of the Computation measure changed starting with the 2014-2015 school year. Please use local normative information.

DIBELS Math Benchmark Goals and Cut Points for Risk for Fourth Grade Children

| DIBELS Math Measure | DIBELS Math Score Level | Likely Need for Support | Beginning of Year | Middle of Year | End of Year |
|--------------------------------|-------------------------|----------------------------------|-------------------|----------------|-------------|
| DIBELS Math Computation (Comp) | At or Above Benchmark | Likely to Need Core Support | 18+ | 29+ | 42+ |
| | Below Benchmark | Likely to Need Strategic Support | 13 - 17 | 21 - 28 | 31 - 41 |
| | Well Below Benchmark | Likely to Need Intensive Support | 0 - 12 | 0 - 20 | 0 - 30 |

The benchmark goal is the number provided in the At or Above Benchmark row. The cut point for risk is the first number provided in the Below Benchmark row.

DIBELS Math Benchmark Goals and Cut Points for Risk for Fifth Grade Children

| DIBELS Math Measure | DIBELS Math Score Level | Likely Need for Support | Beginning of Year | Middle of Year | End of Year |
|--------------------------------|-------------------------|----------------------------------|-------------------|----------------|-------------|
| DIBELS Math Computation (Comp) | At or Above Benchmark | Likely to Need Core Support | 29+ | 48+ | 53+ |
| | Below Benchmark | Likely to Need Strategic Support | 16 - 28 | 31 - 47 | 37 - 52 |
| | Well Below Benchmark | Likely to Need Intensive Support | 0 - 15 | 0 - 30 | 0 - 36 |

The benchmark goal is the number provided in the At or Above Benchmark row. The cut point for risk is the first number provided in the Below Benchmark row.

San Diego Quick

Purpose: Determines a student's independent reading level

Ages: K through 10

Testing Time: 5 minutes

Administration: Individual

Suggested uses: Assesses independent reading level to ensure that the student is presented with reading material which can be decoded independently.

Schedule for the San Diego Quick Administration

At a minimum for baseline and benchmark data collection, students in Tier 2 should be assessed at the beginning, middle, and end of an academic year to allow for timely instructional feedback.

Interpreting San Diego Quick Scores

Students are asked to read from leveled word lists, beginning with at least two grade levels below the grade level in which the student is enrolled.

Using San Diego Quick to Determine Grade Level Equivalency

The list in which a student misses no more than one of the ten words is the level at which he/she can read independently.

Two errors indicate his/her instructional level.

Three or more errors identify the level at which reading material will be too difficult for him/her.

San Diego Quick Performance Standards

| | |
|-------------|-----------------------------|
| 0 -1 errors | Independent reading level |
| 2 errors | Instructional reading level |
| 3+ errors | Frustration level |

Barton - Additional Assessments Required

There are two additional assessments that are pre-requisites for students who will be tutored by their parents using the Barton Reading program. These assessments must be completed prior to ordering the Barton Curriculum and attending training.

Barton Screening

Purpose: To assess a student's necessary auditory discrimination skills and determine readiness for the Barton Reading program.

Ages: There is a student screening for Grades K – 12 and a tutor screening

Administration: Individual

Time: 5 minutes

Interpreting Barton Screening Scores

Students must pass all three tasks. The maximum number wrong for tasks 1 and 2 is one and the maximum number wrong for task C is two, with a maximum of six repeats.

High Frequency Words

Purpose: A brief achievement test measuring reading recognition of high-frequency words essential to reading fluency.

Ages: Grades K - 6

Administration: Individual

Time: 5 minutes.

Suggested Uses: Good readers decode words so that they are said "instantly," therefore, assuring the automaticity essential to comprehension. Each level should be taught and assessed sequentially, with the goal of increasing fluency on these high frequency words to the point that parallel processing can occur.

Interpreting High Frequency Word Scores

| | |
|---------|--------------------------------------|
| Grade K | 25 words per minute w/ 95% accuracy |
| Grade 1 | 50 words per minute w/ 95% accuracy |
| Grade 2 | 75 words per minute w/ 95% accuracy |
| Grade 3 | 100 words per minute w/ 95% accuracy |
| Grade 4 | 150 words per minute w/ 95% accuracy |
| Grade 5 | 175 words per minute w/ 95% accuracy |
| Grade 6 | 200 words per minute w/ 95% accuracy |

SCS Performance Standards for Writing

Total Words written in Three Minutes with a 1 Minute Think Time

| Grade | Words Written | |
|-------|---------------|--------|
| | Fall | Spring |
| K | 0 | 0 |
| 1 | 15 | 23 |
| 2 | 31 | 39 |
| 3 | 43 | 52 |
| 4 | 54 | 61 |
| 5 | 63 | 67 |
| 6 | 70 | 74 |
| 7 | 75 | 77 |
| 8 | 82 | 84 |

Research norms from AimsWeb

SCS Performance Standards for Math Computational Fluency

| Level | Digits Correct Per Minute | Digits Incorrect Per Minute |
|--------------------|---------------------------|-----------------------------|
| Grades 1 through 3 | | |
| Frustration | 0 -9 | 8 or more |
| Instructional | 10 - 19 | 3 - 7 |
| Mastery | 20 or more | 2 or fewer |
| Grades 4 and Up | | |
| Frustration | 0 – 19 | 8 or more |
| Instructional | 20 – 39 | 3 – 7 |
| Mastery | 40 or more | 2 or fewer |

Research norms from Deno, S.L., & Mirkin, P.K. (1977). Data-based program modification: A manual. Reston, VA: Council for Exceptional Children.

- By winter of **first** grade students will: Compute **22** digits per minute
- By winter of **second** grade students will: Compute **36** digits per minute
- By winter of **third** grade students will: Compute about **39** digits per minute
- By winter of **fourth** grade students will: Compute about **78** digits per minute
- By winter of **fifth** grade students will: Compute about **60** digits per minute
- By winter of **sixth** grade students will: Compute about **62** digits per minute
- By winter of **seventh** grade students will: Compute about **55** digits per minute
- By winter of **eighth** grade students will: Compute about **50** digits per minute
- By winter of **ninth** grade students will: Compute about **51** digits per minute
- By winter of **tenth** grade students will: Compute about **61** digits per minute
- By winter of **eleventh** grade students will: Compute about **56** digits per minute

Personalized Learning Strategies

Springs' philosophy that parents are the primary educators for their children implies that the parent's influence in their child's education is a major factor of their students' academic success. Parents and staff are expected to have ongoing, open discussions about each student's progress on a regularly scheduled basis. When a concern about an individual student's academic progress is determined, either as a result of assessments or a parent or ES observation, interventions to the curriculum and/or instructional delivery will be discussed. Here are some strategies to begin discussions in personalization of the individual needs of each student.

Increase Time and Intensity

Time spent daily in ELA and Math is an important discussion topic at each learning plan meeting. Kindergarten students should spend at least one hour in ELA and 30 minutes in math each day. First through third grade should spend two and a half to three hours per day in ELA and forty five minutes to one hour of math each day. Fourth through eighth grade students should spend two hours per day in ELA and one hour in Math per day. High school students should spend one hour per day per academic day in each enrolled course. Consider the

following strategies to increase time and intensity when there is a concern in academic progress.

- Time extension (e.g. double the amount of time)
- Time of day (schedule assignment at optimal time for the student's maximum performance (e.g. math assignments after PE, in the morning or after medication))
- Breaks (specify the number and length of breaks, for students, during the performance assignments)
- Multiple days (provide assignment in sections over two or more days (e.g. one section of the task, or question per day))
- Multiple time segments (Provide assignment in sections over two or more time periods throughout the day (e.g. one 15-minute segment in the morning and another 15-minute segment in the afternoon)).
- Timelines provided to students to assist them in pacing their work

Supplemental Resources

Include supplemental resources available while discussing the personalized learning plan. SCS has supplemental resources available for all students without using the instructional funds needed to provide the necessary educational materials.

- Math Mastery Lab is an online resource that personalizes each lesson and provides student choice in assignments for the learning session.
- Reading a-z offers ELA materials in reading, vocabulary, comprehension, assessment, spelling and phonics. Resources can be accessed by parents with internet access, or they can be printed by the ES and provided to the student.
- Essentials is an intensive resource and can count for a high school special interest course, as it prepares students for the necessary skills in Mathematics 1. It can be taken for free by homeschool students using Moodle. It can also be delivered by a tutor or a parent with concepts delivered in packets. These packets have necessary teaching resources that are accessible through Moodle and are a required component to teach "Essential" Foundational skills needed in Mathematics.
- Core Workshops at the student centers are a great way to increase direct instruction time.
- I CAN's are concept based resources that provide a pre-test, resources to master the concept and a post-test to demonstrate mastery of that specific concept. They can be used as an intervention resource and a progress monitoring tool.
- I-Ready Intervention Tool- systematically teaches foundational skills using a computer adaptive diagnostic assessment with frequent progress monitoring to ensure concepts are remembered.
- IXL Math provides practice in grade level content to add to personalize math assignments. Immediate feedback and support improves motivation and builds confidence, and our data shows that it does wonders for student outcomes
- Reading a-z resources and Raz- Kids build reading fluency and comprehension as it motivates students to read more. End of passage questions assess comprehension. Teacher and parent friendly reports allow for frequent progress monitoring.

Instructional Strategies

As an ES it is expected that instructional and educational strategies are discussed at each learning plan meeting. Please use the resources available in the mini in service notebook and on the ES Handbook in Moodle. As an educator use your “bag of tricks” to offer your advice on good teaching practices and strategies.

As a TOR it is expected that you use a variety of modalities to meet the needs of all learners. As an educator use your “bag of tricks” to incorporate good teaching practices and strategies.

These are recommended Tier 1 personalized learning strategies that can be used each and every day of teaching:

- Teach math vocabulary and require students to use vocabulary frequently in written assignments and oral discussions (e.g. go on number walks and have students tell the story of math)
- Provide practice with simpler problems that can be divided into incremental steps.
- Provide and use tactile and visual manipulatives during lessons (e.g. buttons, duplex squares, unifex cubes, base-ten blocks)
- Provide graphic organizers, such as Venn diagrams and tables, for students to practice writing about similarities and differences.
- Break the task into smaller steps and take a step a day while reviewing previous steps.
- Teach learning strategies, such as mnemonics, to support student performance during lessons (UPSR = “Understand, Plan, Solve, Review” PEMDAS = “Please Excuse My Dear Aunt Sally” = parentheses, exponents, multiply and divide, add and subtract)

Developing an Intervention Plan

An objective of MTSS is to select strategies that match a student's needs. After establishing the goal, it is important to develop an intervention plan in order to meet the goal and establish the progress monitoring tool and frequency that matches the intervention(s). As with any intervention/strategy, it can be ineffective to continue implementing interventions that are not shown to be successful through progress monitoring data. Therefore, if the student is not making progress, consider modifying the intervention/strategy or switching to another intervention/strategy. Interventions should supplement instruction and should be research-based and feasible to implement.

Interventions will exist on a continuum, meaning there is variability in the duration and frequency for each level. Generally speaking, interventions could be described/implemented as the following:

Tier 1: Least intensive – a supplemental intervention provided in addition to general instruction. Could be provided in a small group setting. The intervention may be administered by the teacher, parent, paraprofessional or peer.

Tier 2: Moderately intensive – a supplemental intervention provided inside or outside of the general education classroom. May be provided in a group setting or on an individual basis. It may be a purchased supplemental curricular program such as All About Reading.

Tier 3: Most intensive – a supplemental intervention administered in a one-on-one setting with personnel who are trained to administer the intervention, e.g. special education.

Some of the proved research-based interventions for a moderately intensive intervention in each academic area can be found in RtI Google Site.

For a more detailed list refer to the GSIP Handout.

| | |
|-----------------------|---|
| Phonics | <ul style="list-style-type: none">• High Frequency Words• www.freereading.net• Words! Words! Words! (Letter-sound associations and Blending) |
| Oral Reading Fluency | <ul style="list-style-type: none">• Assisted Reading Practice• Listening Passage Preview.• Paired Reading (One of Kathleen's favorites)• Peer Tutoring: Kids As Reading Helpers• Repeated Reading |
| Reading Comprehension | <ul style="list-style-type: none">• Click or Clunk?: Student Self-Comprehension Check• Mental Imagery: Improving Text Recall• Prior Knowledge: Activating the Known• Question Generation• Reciprocal Teaching• Text Lookback |

| | |
|----------------------|--|
| Writing | <ul style="list-style-type: none"> • Integrated Writing Instruction • Written Expression Intervention |
| Math Problem Solving | <ul style="list-style-type: none"> • <u>Problem Solving - Applied Practice</u> |
| Math Fact Fluency | <ul style="list-style-type: none"> • Build Math Fact Fluency and Increase Accuracy • Math Fact Fluency • Math Facts Through Incremental Rehearsal |
| Math Computation | <ul style="list-style-type: none"> • Cover-Copy-Compare • Incremental Rehearsal • Self-Monitoring & Performance Feedback |

Progress Monitoring

Progress monitoring is a technique that provides continuous feedback about the effectiveness of the instructional program and the student's achievement. I-Ready, and OARS are the tools SCS recommends for Tier 1 progress monitoring. For Tier 2/3 the basis of the program is weekly, direct measurement of a student's progress toward a specific goal. I CAN's can be used as a progress monitoring tool.

Purposes

Progress monitoring using Curriculum Based Measures has many valid educational purposes. The most important purposes are:

- to monitor a student's progress on a frequent and consistent basis
- to provide continuous feedback on the effectiveness of a specific instructional intervention
- to establish a system for accountability for student achievement
- to provide data on student progress which can assist teachers in making data based decisions regarding the need to change or maintain current instructional strategies
- to graphically display a student's progress over time in a way that can easily be shared with parents and other professionals involved in the student's education

Example of a Progress Monitoring Schedule

| | | |
|---|---|------------------------------|
| Students at low risk (Tier 1): | Monitor progress 3x's a yr using Scantron | Probe given 3 x's a yr |
| Students at some risk (Tier 2): | Monitor progress every 6-8 wks | Probe given 1-2 x's per week |
| Students at high risk (Tier 3-Special Education): | Monitor progress weekly | Probe given daily |

Progress Monitoring Probes: Tier 2/3

Curriculum-based measurement, or CBM, is a method of monitoring student educational progress through direct assessment of academic skills. CBM can be used to measure basic skills in reading, mathematics, spelling, and written expression. It can also be used to monitor readiness skills. When using CBM, the instructor gives the student brief, timed samples, or "probes," made up of academic material taken from the child's school curriculum. During Progress monitoring periods the results are then charted to offer the ES/TOR a visual record of a targeted child's rate of academic progress. Much of the power of CBM seems to lie in its ability to predict in a short time whether an intervention is working or needs to be altered. By monitoring students on a regular basis using CBM the teacher can quickly shift away from educational programming that is not found to be sufficiently effective in increasing a child's rate of learning. In fact, research has shown that teachers who use CBM to monitor the effectiveness of instructional interventions tend to achieve significantly higher rates of student learning than those instructors who rely on more traditional test measures.

Example of Reading Probes-Tier 2/3

When using CBM to measure reading fluency, the examiner sits down individually with the child and has the student read aloud for 1 minute from each of 3 separate reading passages randomly chosen from a reading book. During the student's reading, the examiner makes note of any decoding errors made in each passage. Then the examiner calculates the number of words correctly read in the passage. Next, the examiner compares the word-totals correctly read for the 3 passages and chooses the middle, or median, score. This median score serves as the best indicator of the student's "true" reading rate in the selected reading material.

Where to Get Progress Monitoring Probes for Oral Reading Fluency-Tier 2/3

To use DIBELS grade-level reading probes, they can be downloaded, along with their instructions from the RTI website. To generate curriculum-based custom reading probes, go to:
<http://www.interventioncentral.org/htmldocs/tools/okapi/okapi.php>

Spelling

In spelling assessments using CBM, the instructor reads aloud words that students are to try to spell correctly within a time-limit. The teacher may give 12 to 17 spelling words within a 2-minute period. According to the CBM scoring technique, spelling words are scored for correct letter-sequences. Correct letter-sequences are pairs of letters in a word that are placed in the proper sequence. Let's look at an example. The word 'talk' contains 4 letters. However, it is considered to have 5 possible correct-letter sequences. First, the examiner assumes that there is a "phantom" letter, or space-holder, at the beginning and end of each spelling word.

_ T A L K _

Phantom letters are represented here as spaces.

1. When the phantom letter at the start of the word is paired with T, it makes up the first correct letter-sequence.
2. T A makes up the second letter-sequence
3. A L makes up the third letter-sequence.
4. L K makes up the fourth letter-sequence.
5. And K paired with the final phantom letter makes up the fifth correct letter-sequence.

So the word talk has 5 correct letter-sequences in all. For each spelling word given, a student gets credit only for those letter-pairs, or sequences, that are written in the correct order.

Writing

CBM probes that measure writing skills are simple to administer but offer a variety of scoring options. As with math and spelling, writing probes may be given individually or to groups of students. The examiner prepares a lined composition sheet with a story-starter sentence at the top. The student thinks for 1 minute about a possible story to be written from the story-starter, then spends 3 minutes writing the story.

Examples of Mathematics Probes-Tier 2/3

When giving CBM math probes, the examiner can choose to administer them individually or to groups of students. There are 2 types of CBM math probes. Single-skill worksheets contain a series of similar problems, while multiple-skill worksheets contain a mix of problems requiring different math operations. No matter which type of math probe is used, the student is given the worksheet and proceeds to complete as many items as possible within 2 minutes. More traditional approaches to scoring computational math problems usually give credit for the total number of correct answers appearing on a worksheet. In contrast to this all-or-nothing marking system, CBM assigns credit to each individual correct digit appearing in the solution to a math fact.

By separately scoring each digit in the answer of a computation problem, the instructor is better able to recognize and to give credit for a student's partial math competencies. For example, this addition problem has a 2-digit answer:

$$\begin{array}{r} 13 \\ + 6 \\ \hline 19 \end{array}$$

If a student correctly gave the answer to the problem as "19," that student would receive a score of 2 correct digits.

In this subtraction problem, the student placed an incorrect digit in the ones place. However, the numeral 2 that appears in the tens place is correct.

$$\begin{array}{r} 46 \\ - 18 \\ \hline 27 \end{array}$$

So this student receives credit for a single correct digit in the subtraction problem.

Where to Get Progress Monitoring Probes for Math Computation-Tier 2/3

To generate Math Computation Probes for Advanced Operations (Courtesy of Superkids.com) for the following skills, go to: <http://www.superkids.com/aweb/tools/math/fraction/>

- Fractions
- Percentages
- Rounding
- Averages
- Exponents
- Factorials

To generate Curriculum-Based Assessment in Early Math Fluency (Courtesy of Intervention Central and Numberfly) for the following skills, go to:

<http://www.interventioncentral.org/php/numberfly/numberfly.php>

- Missing Number
- Quantity Discrimination

- Number Identification

To generate Curriculum-Based Assessment Math Computation Probe Single-Skill Worksheets (courtesy of Intervention Central) for the following skills, go to:

<http://www.interventioncentral.org/htmldocs/tools/mathprobe/addsing.php>

- Addition
- Subtraction
- Multiplication
- Division
- and/or Mixed Skills

2017 Goal Setting, Intervention, and Progress Monitoring Chart “GSIP” With Assessment Option

| Area of Concern | G.L.E. Goals | Goal | Needed Weekly Rates of Progress | Progress Monitoring Tool | Recommended Interventions | Benchmark Assessments (Fall, Winter, Spring) |
|--------------------|---|---|---|--|--|--|
| Phonemic Awareness | K: 47 letter sounds; 62 letter names correct 1 st : 61 letter sounds, 75 letter names correct | Increase number of letter sounds, letter names, and phonemes read in one minute | K: 1.3 letter sounds, 1.2 letter names 1 st : .8 letter sounds, .6 letter names | <ul style="list-style-type: none"> • Dibels FSF • Dibels PSF • Dibels LNF (First Sound Fluency, Phoneme Segmentation, Fluency, Letter Name Fluency) | <ul style="list-style-type: none"> • Barton Reading Level 1 • All About Reading Level 1 • www.freereading.net • Sound spelling cards • Phonemic awareness lessons and games • Student Interactive Website: Reading Teacher • Lexia Core5 | Informal Phonological Processing Inventory, Dibels Next- FSF, PSF Reading a-z Phonological Awareness Assessment (need to log in) |
| Phonics | K: 46 nonsense words 1 st : 95 nonsense words 2 nd : 120 nonsense words | Increase Correctly Read Nonsense Words per minute | 1 st : 1.9 words 2 nd : .3 words | <ul style="list-style-type: none"> • Dibels NWF (Nonsense Word Fluency) • High Frequency Word Lists (Fry’s or Dolch) | <ul style="list-style-type: none"> • High Frequency Words: Fry’s or Dolch activities • All About Reading Level 1 • www.freereading.net • RAZ Kids • CBM Word Study • Word Sorts • Student Interactive Website: Reading Teacher • Lexia Core5 • i-Ready | Dibels NWF, DORF, and San Diego Quick Reading a-z Phonics Assessment (Need log in) |

| Area of Concern | G.L.E. Goals | | Goal | Weekly Progress | Progress Monitoring Tool | Recommended Interventions | Benchmark Assessments |
|-----------------------|---|---|---|--|--|--|--|
| Oral Reading Fluency | Dibels 1 st : 60 2 nd : 100 3 rd : 110 4 th : 140 5 th : 150 6 th : 160 7 th : 170 8 th : 180 | CBM 1 st : 94 2 nd : 120 3 rd : 152 4 th : 168 5 th : 187 6 th : 199 7 th : 195 8 th : 190 9 th : 189 10 th : 191 11 th : 180 | Increase cwpm (correct words read per minute) | K: 1 letter 1 st : 2 words 2 nd : 1.5 words 3 rd : 1 word 4 th : .85 words 5 th : .5 words 6 th : .3 words | <ul style="list-style-type: none"> • Dibels benchmark passages • CBM passage • <u>OKAPI!</u> • Raz Kids • Reading a-z Running Record | <ul style="list-style-type: none"> • <u>Assisted Reading Practice</u> • <u>Listening Passage Preview.</u> • <u>Paired Reading Peer Tutoring: Kids As Reading Helpers</u> • <u>Repeated Reading</u> • RAZ Kids • <u>Helps Program</u> • Online audio books: http://www.gutenberg.org/ http://librivox.org • <u>Super Teacher Worksheets</u> • www.k-12reader.com • <u>Reading Plus</u> • <u>i-Ready</u> • <u>Read Works</u> Passages and explicit instruction lessons • Reading Path Fluency (On Bookmart) | Dibels DORF and San Diego Quick Reading Plus-Assessment i-Ready Assessment Raz Kids Assessment Running Record: Read works, or reading a-z |
| Reading Comprehension | 1 st : 34 2 nd : 58 3 rd : 65 4 th : 80 5 th : 79 6 th : 90 7 th : 108 8 th : 143 | | Increase NWR (total number of words student uses in a retell) | 2 nd : .9 words 3 rd : .4 4 th : 1.4 5 th : .3 6 th : 1.3 7 th : 8 th : | <ul style="list-style-type: none"> • Dibels RTF (<u>Retell Fluency</u>) • CBM passage • <u>OKAPI!</u> • www.readworks.org passages with question sets • www.readinga-z.com leveled books • Raz Kids | <ul style="list-style-type: none"> • <u>Click or Clunk?: Student Self-Comprehension Check</u> • <u>Mental Imagery: Improving Text Recall</u> • <u>Prior Knowledge: Activating the Known</u> • <u>Question Generation</u>, mind maps, graphic organizers • <u>Reciprocal Teaching</u> • <u>Passages with vocab and comprehension questions</u> • RAZ Kids • <u>Reading Plus</u> • <u>Comprehension Skills and Strategies Lessons</u> | Dibels ORF with Retell Dibels DAZE Readwork Passages with question sets |

| Area of Concern | G.L.E. Goals | Goal | Needed Weekly Rates of Progress | Progress Monitoring Tool | Recommended Interventions | Benchmark Assessments |
|-----------------|--|---|---|--|--|---|
| Writing | 1 st : 23 words 2 nd : 39 3 rd : 62 4 th : 61 5 th : 67 6 th : 74 7 th : 77 8 th : 84 | Increase total number of words written per three minutes with percentage of correct writing sequences, words spelled correctly, and correct punctuation | 1 st : .4words 2 nd : .4 3 rd : .5 4 th : .4 5 th : .2 6 th : .2 7 th : .1 8 th : .1 | -Provide students with a 1-minute think time and timed for 3 minutes -Writing Prompt with checklist and rubric scores (self and parent/teacher) | <ul style="list-style-type: none"> • Integrated Writing Instruction • Written Expression Intervention • Journal, POWER, graphic organizers • Website through Write Source • Daily opportunities to write, reflect and respond daily throughout the curriculum • Guided Writing Lessons | Writing prompts with Rubric scores (self and teacher scores) |
| Spelling | 1 st : 52 2 nd : 66 3 rd : 107 4 th : 123 5 th : 134 6 th : 141 7 th : 145 8 th : 144 | Increase CLS (Correct Letter Sequences) | 1 st : .4 2 nd : .2 3 rd : .3 4 th : .5 5 th : .1 6 th : .2 7 th : .3 | Words Their Way Spelling CB measure | <ul style="list-style-type: none"> • All about Spelling • Words Their Way • Fry's Word Activities • Sound Spelling Chart • Word Study Activities • Student Interactive: Word Wizard | Spelling Inventory (also found in Assessment Toolbox) Fry's Word List(s) Assessment Reading a-z High Frequency Word Assessment Dolch Sight Word Assessment |

| Area of Concern | G.L.E. Goals | Goal | Needed Weekly Rates of Progress | Progress Monitoring Tool | Recommended Interventions | Benchmark Assessments |
|----------------------|---|--|--|--|--|---|
| Math Computation | 1 st : 22 digits 2 nd : 36 3 rd : 39 4 th : 78 5 th : 60 6 th : 62 7 th : 55 | Increase number of digits answered correctly (cd) in two minutes | 1 st : .6 digits 2 nd : .9 3 rd : .6 4 th : .9 5 th : .6 6 th : .6 7 th : .5 8 th : .6 9 th : .1 10 th : .3 | Numberfly! to create CBM Early Math Fluency probes online kindergarten and first grade probes Dibels Math: Computation PM | <ul style="list-style-type: none"> Cover-Copy-Compare Incremental Rehearsal Problem Interspersal Self-Monitoring & Performance Feedback i-Ready Ten Marks; Free or Premium with assessment and instruction Problem Solving - Applied Practice ST Math Fluency: Timed tests using math facts- daily Practicing Basic Skills in Math, Using resources from two plus two is not Five Rocket Math; daily fluency practice with a partner Extra Math Practice www.timezattack.com www.IXL.com | <ul style="list-style-type: none"> K-6: Dibels Math Ten Marks Premium Assessment i-Ready Diagnostic Rocket Math Probe |
| Math Problem Solving | 5 th : 75 digits 6 th : 93 7 th : 80 | | 5 th : .8 digits 6 th : 1.1 | Dibels Math: Concepts and Application PM | | |

MTSS & Behavior

When Behavior Impacts Academic Progress

When behavior impacts academic progress it is appropriate to respond with MTSS. There are questions that need to be answered in the process of identifying the reason for the behavior. Environmental, curricular, instruction and student performance can all be factors contributing to the behavior. Identifying the purpose of the behavior will assist the Team in creating an appropriate intervention plan. The teacher and parent are valuable team members to answer these specific questions: when is the behavior occurring, What happens before, during and after the behavior? Are there “triggers” which initiate the student to use the behavior? What does the behavior look like, and/or sound like? How often does the behavior occur? How long does the behavior last? Are there times during the day when the student uses the behavior more often? Is the student using the behavior to gain something or avoid something? The team will use the problem solving process to isolate the purpose of the behavior and create an intervention plan to teach appropriate skills to affect a positive change in behavior. The same RTI Tiered approach will be followed to address these concerns.

Promote Positive Behavior: Using Behavior Intervention (Tier 1 & 2))

The following table presents Prevention Strategies as a proactive approach within the classroom.

Prevention- Curriculum Strategies

- Curriculum Adjustments*
- Appropriate and motivating curriculum
- Adjust the amount of assignment given to the student at once – smaller number to demonstrate mastery
- Intersperse difficult assignments with easier assignments
- Assign tasks that require active participation
- Allow for —do-overs
- Personal interests used for motivation*
- Provide extra time to complete assignments (within 504 or IEP)
- Break assignments into manageable sections

Prevention- Instructional Strategies

- Shorten the instructional lesson
- Instructional Pacing*
- Change voice intonation
- Peer assisted instruction
- Increased academic learning time*
- Student follow-up*
- Student maintains a planner for assignments
- Specific, or modified, instructions
- Multiple modes of instruction (visual, auditory, hands-on)
- Increase reinforcement quality of classroom
- Increase frequency of task related recognition*

Prevention- Environmental Strategies

- Post all classroom rules and daily schedules in prominent locations*
- Preferential Seating *
- Needed materials are easily accessible
- Rearrange the room or furniture
- Create separate or designated work areas
- Quiet areas*
- Change the lighting
- Adjust sounds (e.g., volume of music, voice volume)
- Minimize or eliminate distracting materials*
- Play music*

Prevention Strategies- Provide Structure

- Set clear expectations and rules*
- Preview rules and behavioral expectations*
- Structured daily schedule*
- Visual schedule*
- Preview schedule*
- Preferred activities scheduled in daily routines
- Schedule adjustment*
- Non-preferred activities scheduled among preferred activities
- Student involved in planning
- Planned activities for transition times*
- Routines or signals to prepare for transitions
- Minimize down times*
- Predictability*
- Structuring non-instructional periods, including recess

Prevention Strategies to Increase Compliance

- Behavioral momentum*
- Offer choices*
- 5-10 second compliance time window*
- Effective commands*
- Prompting*
- Precision requests*
- Proximity control*
- Quiet start requests*
- Allow flexible seating positions (e.g., stand, sit on knees)
- Systematic prompting (if age-appropriate)*

Teaching Strategies

Positive Behavior

Teaching Strategies- Promote Positive Classroom Behavior

Direct Instruction*
 Modeling*
 Incidental Teaching*
 Practice opportunities*
 Natural opportunities*
 Role-play*
 Verbal reminders*
 Non-verbal reminders*
 Verbal rehearsal*
 Visual strategies*
 Prompting*
 Errorless learning*
 Behavioral learning games
 Use of manipulatives*
 Curricular integration*
 Teaching interaction*
 Integrate curriculum into music*
 Monitoring checklist* (Tier 2)
 Task analysis* (Tier 2)
 Stimulus cueing* (Tier 2)
 Scripts* (Tier 2)
 Social stories/Comic book conversations* (Tier 2)
 Self-management* (Tier 2)
 Social skills training* (Tier 2)

Reinforce Positive Behavior (Tier 1 and 2)

Specific verbal praise*

Social interactions

1:1 conversations with certain people
 Talking about their interests
 Social time with friends
 Being able to talk during lunch

Appropriate touch

High five
 Pat on the back
 Hug – if appropriate

Materials/Tangible items

Stickers
 Toys
 Books
 Pencils
 Notebooks
 Edibles (e.g., food)
 Home-school reinforcement system*
 Mystery motivator*
 Token economy*

Activities

Computer time
 Assist with morning announcements
 Extra 5 minutes of recess

Privileges

Line leader
 Visit a teacher or school personnel
 Run office errands
 No homework pass
 Positive referrals*
 School-wide recognition
 Leadership roles/Responsibility

Goal setting*

Group reinforcement contingency* (Tier 2)
 Individualized reward system* (Tier 2)
 Premack Principle* (Tier 2)

Teaching Strategies to Decrease Inappropriate Behavior

(Tier 1 and 2)

Prompts/Redirection

Redirection*

Verbal prompt*

Visual reminder (sign or picture)

Gestural prompt (pointing or using a hand signal)*

Physical prompt (slight touch on the shoulder, gentle guidance)

Corrective feedback*

Teacher restates expectations to the student

Verbal rehearsal*

Rules Review*

Contingent observation*

The Problem Behavior Persists Despite Appropriate Tier Level Support

- Conference with student Parent contact (e.g., phone, e-mail, notes)
- Parent conference
- Offering the student choices
- Reflection center*
- Detention
- In-school suspension
- Positive Practice*
- Peer consequences*
- Reflective essay*
- Required relaxation*
- Positive Behavior Support Plan (PBSP)

Positive Behaviors (Tier 1 and 2)

Looks Like: hands to self, feet on the floor, thinking before doing, participating in lesson, following directions, focusing on your own learning, kind facial expressions, pleasant body language, proper personal space, and looking others in the eye when talking.

Sounds Like: Soft tone of voice, kind and non-threatening words, pleasant “I trust you,” and “I feel comfortable,” asking questions, asking permission, sharing ideas, admitting mistakes and celebrating accomplishments, “I’m sorry,” “I appreciate you,” and “I’m proud of you,” “Excuse me,” “Thank you,” and “Please.”

Feels Like: The environment is comfortable and safe for everyone, free from harm, threat or worries, productive, self- controlled, self -directed, proactive, best effort, proud of work, and people’s feelings, thoughts and beliefs are being given sensitive consideration.

Reminder: Positive Behavior Support

- ✓ **Remember** who is in charge—you! Don’t get into any power struggles with students.
- ✓ **Remember** don’t yell or lose your temper. To achieve a calm, orderly, and controlled environment, you must remain calm and controlled.
- ✓ **Remember** don’t make threats, especially those that students know you will not or cannot carry out. Example: —If you don’t behave like a third grader, I’m going to send you back to second grade.
- ✓ **Remember** give students strong, direct statements instead of making your commands questions. Example: Instead of saying, “Will you please stay in your seat?” Make it a clear statement by saying, “Stay in your seat.”
- ✓ **Remember** don’t use the word try. The word try gives permission to fail. You want your students to comply not to try. Example: Instead of saying, “Try to be on time” Say, “Be on time.”

- ✓ **Remember** to use a get ready to listen signal to alert students that you are about to give important information. Then speak in a normal voice. **Don't** speak over the students even if some are not ready to listen. When they miss the direction, they will be ready to listen next time. When you give the signal, students who are ready to listen will pressure those who are not.
- ✓ **Remember** give a direct statement only once. Tell students exactly what you expect and, whenever possible. Then, do not repeat the statement. Example: "If you have a question, raise your hand. I will only call on students who quietly raise their hand and wait to be called on.
- ✓ **Remember** don't use sarcasm, ridicule, or labels. Students will learn respect by being respected.
- ✓ **Remember** use your students' names to praise positive behavior as well as to discipline. Examples: "Fred, I noticed that you picked up the trash around your desk and I appreciate your showing responsibility, and Suzie, I expect everyone to stop and listen when I give the freeze signal."

Glossary of Positive Behavior Intervention and Support with Examples

5-10 second compliance-time window- When a request is made, allow the student a 5-10 second time window to follow through with compliance.

Accepting consequences - Once given, the student accepts the natural and/or artificial consequences to reinforce the positive or negative behavior. Skills will need to be developed and reinforced to teach a student to accept consequences.

Active Supervision -safe supervision to avoid problem behaviors- each staff member assigned to a specific zone

Allow “do-overs” -This intervention will help to reduce stress induced behaviors of students who lack confidence and motivation due to fear of failure. If they are allowed to —re-do an assignment, when they have attempted it, anxious behavior may be eliminated. Example: Suzie gets nervous each time there is a math quiz and during the third math quiz of the semester she refuses to do it and —shuts down. By putting her head down and disengaging with those around her. The teacher can inform her that if she attempts to do this quiz and then finds out she did not pass it, she can attempt to take it again the next day or later on that week.

Alternative behaviors for sensory feedback- Attempt to find a less distracting behavior that serves the same sensory purpose. Examples: A student who taps their pencil can tap a Q tip, squeeze a ball or a student who rocks on their chair can use an exercise ball to sit on instead of a chair.

Analyzing behavior trends - Consistent documentation needed of discipline issues, locations, teachers involved, students involved, frequency, duration, and time of day, to identify the reason for the behavior. This information is needed for the RTI Team to develop an appropriate intervention plan.

Appropriate rejection/ignoring- This is referring to a socially acceptable behavior; to avoid contact with an undesired person, object, or activity. Example: The student ignores another peer who is teasing him.

Avoiding power struggles -Power struggles typically involve arguments or negative interactions between the teacher and student. In a power struggle the teacher often loses valuable teaching time due to the confrontation and the student’s behavior usually worsens. It is a lose, lose situation that should be avoided. Avoid power struggles by following these guidelines:

- Obtain students attention.
- Make eye contact.
- Offer choices or state clearly what you need the student to do.
- Walk away from situation.
- Ignore attempts by student to further engage you.

Positive Behavior Support Plan -This is a written plan developed by the STAR team and agreed upon by the student and, parent, specifying an appropriate behavior and a reinforcement that the student may earn when he/she displays the behavior. The plan is signed by all parties who are participating in the team meeting (student, teacher, parents, etc.). For preschool, an informal verbal plan is appropriate. Remember, the plan should involve a delay or interval before a primary reward is given, which can result in a lack of motivation for the student, if the interval is too long. Positive reinforcement should be included in a well-balanced plan.

Examples:

- **Pre-K»** The teacher says to Kelly, —If you pick up the toys, then you get to pass out the snack today.
- **Elementary»** Gavin and his teacher have developed a behavioral plan that states: If Gavin completes all of his classroom assignments throughout the day, he will be allowed to choose two items from the treasure box.
- **Secondary»** Kevin is failing his Algebra class and his teacher puts him on a behavior plan. If he completes and turns in four consecutive assignments with 80% accuracy, he earns electronics time at home for a set amount of time.

Behavioral learning games- Students can learn appropriate behavior through classroom wide game(s). For individual student behavior, there are board games that help to promote and teach certain targeted skills to increase positive social interactions.

Behavioral momentum- Increasing compliance by identifying and then making a minimum of three requests with which the student has a high probability of compliance before making a low-probability request. Be sure to reinforce compliance with the low-probability requests.

Examples:

- **Pre-K»** At lunch time, Ann is often reluctant to eat her lunch. In order to increase the likelihood that she will try her lunch, her teacher uses the following sequence of requests: —Ann, please sit down next to Shauna today! Ann, pass the napkins, please! Ann, look at the pretty shoes Shauna is wearing! Ann, have a bite of your sandwich!
- **Elementary»** Mr. Cleaver is working with nine-year-old Alison on compliance. After identifying high- and low-probability behaviors for Alison, he uses the following sequence: —Alison, tell me your name. Alison, give me five. Alison, point to the dog. Alison, put your puzzle back on the shelf. If she puts the puzzle away, she receives a token.

Behavioral Self-Control (BSC) -This involves creating a highly structured plan for students who lack self- control on a consistent basis. When a student is engaged in inappropriate behavior, the following teacher prompts and student responses should take place:

- Self-evaluation
- Teacher asks: What are you doing?
- Student responds: I am.....
- Self-management
- Teacher asks: What do you need to be doing?
- Student responds: I need to....
- Self-instruction
- Teacher asks: What are you going to do now?
- Student responds: I have to.....
- Self-reinforcement
- Teacher asks: Let me know when you finish.
- Student responds: I did.....

Break tasks into manageable sections- Students may misbehave to escape activities that they find too hard or tedious. Consider breaking a larger task into smaller or easier 'chunks' that the student will more willingly undertake. If the student must complete a large number of subtasks, include an occasional 'fun break'.

Bullying Prevention- Proactive approach to prevent bullying behavior within the school setting. Your counselor provides annual staff development, student and staff surveys and has multiple resources available to provide direct instruction lessons, whole class lessons and school site assemblies on the proactive approach to bullying prevention.

Calm down break- The student must first identify when they are getting too tense, excited, or angry, and then take a short break away from the setting or situation until they have calmed down sufficiently. “Cool Tools” is a great resource!

Capturing Kids Hearts –Curriculum that uses strategies to create a positive learning environment.

Contingent observation this involves telling a student who is doing something in appropriate to step away from the activity, sit and watch the appropriate behavior of other students while the teacher intentionally reinforces them. After a brief period of observation, the teacher prompts the student to rejoin the activity, and reinforces the desired behavior.

Check in/out Strategy System for daily check in time for student to meet with teacher at least twice during the day to discuss progress, and successes for the day so far. This is an effective strategy for students using behavior to get attention from the teacher.

Coping skills This intervention involves teaching a student appropriate ways to cope/deal with frustration, anger, embarrassment, etc. Teaching coping skills is a proactive way to increase positive behavior.

Corrective feedback This involves providing information which points out areas in need of attention. Giving corrective feedback does not have to be a negative punishing experience but one that will give needed information. Feedback should be specific, simple, and immediate.

Types of corrective feedback include:

- Explicit correction: The teacher supplies the correct form of the behavior or skill to the student and clearly indicates what was incorrect or inappropriate. This is common corrective feedback in large groups of students where the teacher’s time is limited.
- Explicit correction has a very low rate of effectiveness since the student doesn’t have to self-correct and the mistake could be easily forgotten.
- Elicitation: Teacher asks for a replacement skill, “How would you do that appropriately?” And then pausing to allow student to complete teacher’s request.
- Clarification: Teacher uses phrases such as, “I don’t understand what you are trying to do”, or “What do you want from choosing to do that?”

CPI Strategies Staff Training in Deescalating problem behavior (Tier 2/3)

Curricular integration A technique known as curricular integration is useful in teaching skills to students, as the technique integrates positive strategies for modifying problem behavior into the existing classroom curriculum, and is based upon the premise that a skill is more likely to be learned when taught in the context in which it is used. Teachers who incorporate behavioral interventions into daily instruction generally state that this technique has proven to be particularly effective for teaching replacement behaviors.

Daily lessons to teach Universal Expectations direct instruction, modeling, practice and other visual aids; including posters with pictures, teaching what it looks like, sounds like, feels like, etc.

Direct instruction This refers to active teaching or explicit instruction, including explaining to students exactly what they are expected to learn, demonstrating the steps needed to accomplish a task, providing opportunities for practice, and giving feedback based on performance. Examples:

- **Elementary»** The teacher explains to Dennis that the lesson is about long division. Then she demonstrates the steps on the chalkboard and watches while he tries to do a problem. Feedback is given to correct any errors and to reinforce him for following procedures correctly.
- **Secondary»** In English class, Ms. Paulos teaches her freshman students how to diagram sentences involving subject, predicate, articles, adjectives, and adverbs. She demonstrates the procedure with a sample sentence and writes each step on the board. Then she puts a sentence on the board and asks the students to diagram the sentence in their seats while she walks around and gives assistance and corrective feedback. Finally, one student goes to the board and illustrates how to correctly diagram the sentence.

Effective commands- Teachers can reduce problems with student compliance by following research-based guidelines (Walker & Walker, 1992). See the section, *Delivering Effective Commands*, for specific strategies on how to give commands and increase compliance.

Eliminate audience- This intervention involves removing the attention given to a student for a behavior. It is appropriate for students who behave inappropriately to gain attention from others around them. Examples:

- Have the students in the class physically move away from student.
- Redirect the class to a different activity away from the student.

Environmental Engineering- This refers to the process of arranging the physical environment of the classroom to enhance student learning and behavior. The physical environment serves as a set of stimuli which influence appropriate and inappropriate behavior. Teachers can pay attention to such factors as basic layout of classroom space, wall displays, traffic patterns, and other aspects of the classroom. Examples:

- **PreK:** Mrs. Adams arranges her class so that she has visual contact with all parts of the room. For example, she uses low bookcases so students are in her line of sight.
- **Elementary: Ms. Red** (1) divides the classroom into areas for quiet reading, seat work, and small group work; (2) arranges the room so students cannot easily look out windows or doorways into halls, and (3) places himself between the students and open areas if there are runners in the class.

Errorless learning-This involves creating teaching routines that guarantee success. This is most effective for students who frequently make mistakes, who lack confidence (or may be anxious), and/or who do not remember their learning experiences and the feedback that they receive.

The following are procedures that facilitate errorless learning:

- Adjust expectations appropriately (be reasonable)
- Make sure that the student is completely clear about what is expected of them
- Complete the task collaboratively with the student
- Make the task doable by 1) breaking the task into separate parts or 2) giving the student responsibility for only one or two components of a larger task

- Anticipate problems and —pre-correct|| (e.g., —I see a tricky word in the next sentence — the word is ____-let me know if you need help when you get to that word.||)
- Provide adequate cues
- Ensure large numbers of successful repetitions to ensure learning

Extinction- This refers to a behavior reduction procedure that is used to decrease problem behaviors that have a history of being reinforced, by removing the source of reinforcement. This is typically used with attention seeking behaviors, but can also be used with behaviors that are maintained by escape from demands or access to a preferred item or activity.

- Because an inappropriate behavior is ignored or not reinforced, the student may exert greater effort to obtain the reinforcement strategy and there may be a dramatic increase or burst of the inappropriate behavior initially. It is very important to keep this phenomenon in mind when utilizing extinction, and to refrain from giving in and providing reinforcement. Inadvertently —giving in|| and reinforcing the behavior will serve to make the behavior worse. Also, when eliminating a problem behavior using extinction, it is always necessary that you teach the individual a new behavior to replace the inappropriate behavior.
- Extinction is not appropriate when the behavior is dangerous to the student or others. In such an instance, extinction should be combined with other procedures. Extinction is a technical procedure that requires staff training
- See examples of *planned ignoring, eliminate audience, peer ignoring, time-out, and follow through.*

Follow through-When a consequence is set to occur for a behavior or if the instructor states that a certain consequence will occur, then it is important to follow through with the consequence if the particular behavior occurred. This should be done for both positive consequences (e.g., delivering a reward contingent on appropriate behavior) and negative consequences (e.g., losing a privilege contingent on inappropriate behavior). It should also be done to ensure that the student does not receive the —pay-off|| for a behavior (e.g., continue to present the work demands even though the student's behavior is occurring to escape). Follow through with what we say will communicate to the student that we are consistent and that they can expect that we will always do what we say we are going to do. Example:

- **Pre-K:** Allison starts crying when she is asked to clean up the puzzle pieces. The teacher continues to prompt Allison to clean up, providing more intensive prompts (i.e., gestures, gentle guidance) until the puzzle is complete.
- **Elementary:** Mary earned enough stickers today to receive a reward. The teacher makes sure to let her grab her reward at the end of the day.
- **Secondary:** Billy used inappropriate language during football practice today. His football coach told him to sit out for the first 5 minutes of the practice game.

Functional communication skills- Students who do not have appropriate communication and social skills will often vent their school related frustrations in disruptive and inappropriate ways. Example: A student experiencing difficulty in mathematics may attempt to avoid such work by acting out in the classroom. An appropriate functional communication skill may be to signal the teacher either verbally or with a predetermined nonverbal sign (i.e., hand raise) whenever the student feels frustrated. The teacher will then respond to the student to find out if he/she

needs extra instruction, assistance with the assignment, or a brief break from work.

Gestural prompting- This involves prompting a student with the use of body language such as pointing, touching, looking, or placing something in front of a student to enforce an already discussed and specific expectation. Example: Juan comes into the classroom and is sitting on top of his desk. The teacher can simply walk over to him, make eye contact, and point or drag his eye to the chair in a request to have the student sit in his seat.

Goal Setting- This involves looking at a task and breaking it down into small attainable sections and setting a reward for completing the section. As the student meets the goal, the level of difficulty should increase.

High rates of positive responses- This refers to the frequent use of positive comments or actions to students who demonstrate appropriate behavior. Teachers create a positive environment by frequently praising the student for appropriate behavior and correct academic responses. Positive responses should be specific, so students can repeat the desired behaviors. If too general, students may not know which behaviors to repeat. The recommended ratio of positive to negative responses is at least 4:1. Examples:

- **Elementary»** Mrs. Garcia tells the students —thanks for listening|| and —nice effort|| frequently as she monitors their creative writing behavior during second grade.
- **Secondary»** Mr. Skinner continuously makes a point to verbally praise those students who are on task and ready to work, while engaging in planned ignoring of mild off-task behaviors of other students.

Home-school reinforcement system -This involves establishing a relationship between the behaviors exhibited at school and the reinforcement received at home. Specifically, the parents at home would provide reinforcement contingent upon the appropriate behaviors demonstrated at school. These systems can be very successful if the parent and teacher are implementing the same strategies and tie rewards to appropriate behaviors exhibited in the target environment. Example:

- Abbie refuses let other children stand next to her line during transitions and she will push the children away. Abbie’s teacher and mother implement a system to help increase her tolerance of peers. Abbie loves to watch —Hannah Montana|| when she comes home. The agreement is that Abbie can watch her favorite TV show when she comes home only if she stands next to her peers in line without pushing during 3 out 4 transitions. If she does not, she does not get to watch the TV show when she comes home

Identify appropriate settings for behavior- This intervention suggests that inappropriate behaviors can be appropriate if demonstrated in a suitable setting. Example: If a student is constantly singing out loud during class time and causing a disruption, identify or create more appropriate settings for such behavior (i.e. music class, join the chorus, or provide a specific time during class for student’s to show off their talent)

In-class time out- A procedure used to remove students from situations or environments in which they are receiving reinforcement for inappropriate behavior. When time out is used, the instance must be documented. The criteria for time out should be a brief period of time

without problem behavior (e.g., 3 minutes of quiet, 2 minutes calm). The student should not receive any attention (negative or positive) while in time out. If the time out cannot be implemented correctly and the student constantly tries to leave, then the student is still being provided with reinforcement and the procedure is not effective. This is the removal of a student from reinforcing activities in the instructional setting.

- **Pre-K»** Jordy's truck is taken away after he repeatedly runs it over the fingers of his playmates. The truck is placed on the shelf and the timer is set for four minutes.
- **Elementary»** While the other third grade students continue to earn points toward a Friday activity, Sam's opportunity for reinforcement is removed for five minutes when he shouts out in class.
- **Secondary»** Glen is removed from the P.E. soccer game for sixteen minutes after yelling obscenities at the goalie. He has to watch from the sidelines. Removal of student from a reinforcing setting into a setting with a lower reinforcing value.
- **Pre-K»** Torie continually bothers her classmates while sitting on the mat during story time. She is put in a chair away from the group for three minutes with calm behavior. During this time, she cannot see the storybook pictures as well as before.
- **Elementary»** During morning circle, Timmy touches other students and makes inappropriate noises. The students respond by fussing at Timmy and laughing at him. The teacher's assistant removes Timmy from circle and places him in a time out chair away from the group and facing away from his peers. She tells him that his 3 minute time out will begin when he is quiet. The assistant turns her back and refrains from giving Timmy any attention. When 3 minutes has elapsed, Timmy is allowed to return to circle time.

Incidental teaching- This involves providing structured learning opportunities in the natural environment by using the child's interests and natural motivation. Incidental teaching is unique in its focus on child directed teaching, in other words, following the child's lead regarding interests within naturally occurring daily activities. It involves being intentional and planning for those —teachable moments that are initiated by the child. There are four levels of prompts that can be utilized:

- **Level 1:** This prompt involves instituting a 30 second delay when a child displays and interest in a specific object or material. This delay is designed to encourage a verbal initiation for the object or material.
- **Level 2:** After 30 seconds, if the child has not verbally requested the item, then prompt the appropriate verbalization (i.e., —What do you want?||)
- **Level 3:** If the child does not respond to level 2 prompt, then provide a more specific prompt while showing the desired object (i.e., —What is this?||)
- **Level 4:** At this level, the most intense, the child is prompted to imitate the correct response as modeled by the caregiver (i.e.,- a car?)

Reinforcement quality of classroom- If a student is acting out in order to escape the classroom it may be that the student does not find the classroom setting and/or routine to be very rewarding. The teacher can make the classroom environment more attractive in a number of ways, including by posting interesting instructional materials (e.g., bulletin board displays), boosting the pace of (and degree of student interaction in) class lecture or discussion, and including additional instructional activities of high interest to students.

Increased academic learning time-The amount of time the student is actually engaged in and experiencing success is increased. The time must be spent on learning essential skills and not on meaningless tasks. Teachers should try to achieve a level of academic learning time of no less than 70 %. Variables that can be addressed are beginning on time, minimizing housekeeping tasks, and minimizing transition times.

Individualized Reward System- The use of an individualized reward system helps to promote appropriate behaviors and also helps students self-monitor their own behavior. Ideas for rewards systems are dependent on the individual student. Such examples can include a sticker chart, checklist, star chart, or any type of monitoring system that the student will —buy into and see as motivating. The target behavior must be specific and each time a student earns a sticker or check it must be paired with specific verbal praise.

Instructional pacing- This refers to the speed or rate at which the teacher presents instructional material and tasks to the learner. Understanding your students' academic ability and keeping pace with it can be a behavior intervention for both those students that complete assignments, get bored, and act inappropriately and also for students who act inappropriately due to their frustration of not understanding. A brisk pace of instruction enhances attention and increases the number of response opportunities. Individualizing and differentiating the pace of instruction plays a major role in student behavior. Example:

- **Pre-K»** Mrs. White moves from one preschool child to the next in quick succession, maintaining engagement with the activities during circle time.
- **Elementary»** Miss Young delivers direct instruction to the students at the rate of about nine learning tasks per minute, and asks for group responses from students frequently to check understanding.
- **Secondary»** Mr. Dynamic asks his twelfth grade students frequent questions to assess their understanding of the science material. Their responses serve as an indicator as to the possible need to repeat or review particular subject matter.

Integrate curriculum into music -Use music to teach expectations. Example: Reword songs that students listen to on a daily basis to teach rules, appropriate behavior, or other lessons.

Meaningful work projects- Students participate in a —jobs program within the school in which they are viewed as valuable, contributing employees of the school. **Minimize down time-** This intervention is for students who seem to display inappropriate behaviors while they are waiting for other students to finish or they may be waiting to transition to the next activity. Don't leave the child with a lot of down time. If the child is between activities give them something to do. Example: A child is waiting for the other student's to finish work. Allow the child to read a book or do an activity on the computer until the other kids are done.

Minimize or eliminate distracting materials- Extra materials on a student's desk or around the room can be the cause of distraction.

Modeling- A student learns behavior by observing a modeled response. Students are watching how the teacher interacts with not only other students but other adults and by modeling a positive and appropriate behavior we can increase appropriate behaviors in students.

Modify task length-Present brief tasks instead of a longer task. This will provide more breaks for the child, and give them a sense of progress. A student who works slowly/methodically may become frustrated with lengthy assignments so the teacher may want to shorten tasks.

Momentum training with relaxation strategies- Teachers use a series of requests related to relaxation. Requests to use deep breathing, muscle tension-relaxation cycles, or stretching can be incorporated into direct instruction and a momentum routine.

Monitoring- This involves systematically monitoring a student during a task. Example: Checking on a student at 10 minute intervals and/or providing verbal or non- verbal redirection when needed. Non-verbal monitoring can include eye contact and proximity.

Monitoring checklist- Create a checklist for appropriate behaviors, which is reviewed by both teacher and student. The checklist may be as simple as identifying 3-5 appropriate behaviors, the five days of the school week, and space to check-off when those behaviors are demonstrated. The checklist must be consistently monitored by both teacher and student so that progress can be followed.

Mystery motivator- This is an incentive system that is designed to promote appropriate behavior by delivering a “mystery” reward. The teacher specifically defines the target behavior and the need to increase or decrease it. Then, the teacher creates a motivating environment by covering up the reward and building some motivation for the student by referring to it often and giving vague clues about it that will spark the student’s interest.

Natural opportunities- The instructor provides a verbal prompt to the student as a reminder to do the appropriate behavior when the teacher notices that the student’s behavior is starting to escalate.

Non Verbal Reminders- Written lists of expectations: Teacher provides the student with a list written out in front of them of the behavior expected. Picture cards: Teacher can use picture cards to teach/remind students of various rules/expectations. Signals: The teacher uses a signal to communicate when to use the appropriate behavior or when to stop engaging in the inappropriate behavior.

Observational learning- While the target child is observing, the teacher gives specific public praise to children other than the target student when they show appropriate behaviors. When praising these behaviors, the teacher clearly describes the praiseworthy behaviors. When the target child 'imitates' the same or similar appropriate behaviors, the teacher immediately praises him or her.

Offer choices- Giving the student a choice of tasks (even if they are not preferred tasks) will often reduce inappropriate behavior from occurring by allowing them to have some degree of control. Only give choices when you are willing to allow the student to experience the natural consequences based upon their choice. Examples:

- Permitting students to select who they work with on a project
- Choose what book to read for an assignment
- Complete ½ of the assignment with a partner
- What assignment to do first

Parent-Teacher communication system- This refers to an informational system between school and home that provides clear, concise communication about a student’s academic and behavioral performance. This communication should occur on a regular basis. It should emphasize positive information and also include information about areas of concern. Methods for communication might include phone contact, face to face meetings, email, or notes/letter correspondence. Examples:

- **Pre-K»** Johnny takes home his sticker chart at the end of the day and Mom praises him.

- **Elementary»** Ms. Wheeler sends home notes with 4 different students each day rating their academic work, study habits, and effort. By this method, each student in the class receives a note home once a week.
- **Secondary»** The student takes home a note indicating class performance, assignments completed, and upcoming test dates. The note must then be signed by one of the parents and returned to the teacher

Participation in extracurricular activities- Identify and encourage student to become involved in an activity that matches the abilities and skills of the student.

Peer consequences- If the teacher finds that the student's peers play an important role in influencing the inappropriate behavior, the teacher may try to influence the student's inappropriate behaviors indirectly by providing consequences for selected peer behaviors.

Examples:

- If classmates encourage the student to make inappropriate comments by giving positive social attention (e.g., laughing), the teacher may start a group response-cost program and deduct points from the class total whenever a peer laughs at inappropriate comments.
- A teacher who wants to increase the social interactions that a socially isolated child has with her peers may reward selected peers with praise each time that they approach the isolated child in a positive manner.

Peer ignoring- This intervention involves teaching the peers or entire class to ignore another student's inappropriate behavior. Typically, this involves the student's turning away from the student when inappropriate behavior occurs or not responding to the student. It can also include providing attention when the student starts to behave more appropriately. The teacher must rehearse and practice with the students and then reinforce the group when they participate.

Peer involvement and influence- The use of same-age and/or cross-age peers for structured social engagements, and as buddies. Examples:

- **Pre-K»** Debbie has difficulty sitting on the rug during circle time in her preschool class. The teacher assigns Kathy to sit next to Debbie on the rug so that Kathy can model appropriate behavior.
- **Elementary»** Beth and Jean are struggling to remember to take their homework home in fifth grade. The school psychologist assigns them to check each other's backpacks at the end of the day to make sure they have the homework they need.
- **Secondary»** Kimberly walks next to Kyle in his wheel chair to the lunch room and carries his tray to a table of friends in the lunch area.

Peer Mentor/tutor opportunity- This involves allowing another student to aide/mentor/tutor the student or allowing the student to be a mentor of a younger student in a lower grade. The latter option can be a great way to improve self -confidence and also helps to reinforce foundational skills.

Personal connection with student- Establishing set times and methods for providing special attention for a student. A teacher makes it a point to check in with a student each morning in order to find out how his/her homework was the evening before.

Personal interests used for motivation- Incorporating student interest in to a given task or activity. Example: A reading assignment can cover a topic that the student likes (i.e. sports,

fishing, and any related items). Many students are motivated by music and integrating music into lessons can be motivating for students.

Planned activities for transition time- Provide the structure for a student to close one activity and to do what is necessary before initiating the next one. Allowing students to assist in everyday housekeeping tasks that are necessary can be helpful.

Planned ignoring- This is an extinction procedure that involves withdrawing attention when an inappropriate behavior is occurring. This is most effective for behaviors that are primarily occurring to gain attention. Over time, the person learns that they do not get your attention for engaging in that behavior. Planned ignoring should never be used alone. It should always be paired with a reinforcement procedure for appropriate behavior. When inappropriate behavior occurs you can either:

- Ignore the behavior but continue to reward the appropriate behavior
- Ignore the behavior and the person until they engage in the desired appropriate behavior, then reinforce that behavior when it occurs.
- **Pre- K:** Sue often cries to get attention at preschool. Her teacher stops giving her attention when she cries. At first Sue cries harder and longer. The teacher still ignores her. As the behavior is not being reinforced, the crying gradually tapers off. Sue periodically reverts back to crying to see if the teacher has —changed the rules. As the teacher ignores it consistently, the crying disappears completely.
- **Elementary:** Mike continually puts his hands in his pants. He receives attention from the teacher and the aide when they ask him to take his hands out of his pants. The teacher and aide begin to compliment Mike when he is sitting appropriately and do not attend to him when his hands are in his pants
- **Secondary:** Barbra is a high school student who makes inappropriate remarks to her teacher. The teacher decides to withdraw his attention when Barbara makes inappropriate remarks by breaking eye contact, making no facial expression, and walking away. When Barbara is appropriate in her remarks to the teacher, he responds briefly and redirects her attention back to the classroom activity.

Play Music- Music can be used as an intervention for students who are distracted easily and display what many teachers call, —off task behaviors. not engaged with assignment, looking around the room, talking with a peer). Music can help to reduce distractions and promote appropriate classroom behaviors.

Positive peer reporting- This involves teaching the student's peers the appropriate behaviors to observe. Whenever the students observe the behavior, they provide positive praise to the student and report the appropriate behavior to an adult. This not only encourages the appropriate behavior of the student but also facilitates positive peer relationships.

Positive peer role models- Provide opportunities for the student to be in contact with positive peer role models. Pair the student with a peer who is able to display appropriate behaviors. It is important that the peer the student is paired with displays respect and they are able to create a positive rapport with each other. The student can be seated in close proximity and/or placed in

work groups with peer role models. Such positive peer connections should be reinforced by the teacher and/or any other adult involved with the student.

Positive practice- This refers to the intense practice of an appropriate behavior for a specified number of repetitions or a specified period of time. Examples:

- **Elementary»** Sylvia runs down the hall. The teacher then requires her to walk down the hall appropriately three times.
- **Secondary»** A student who wanders the halls without permission when taking an unsupervised bathroom break may have to stay after school one afternoon and take multiple 'practice' trips to the school bathroom. In this example, the instructor might accompany the student to monitor how promptly the student walked to, and returned from, the bathroom and to give the student feedback about how much this target behavior has improved.

Positive reinforcement- This involves delivering a reinforcement after behavior to increase the likelihood of a behavior occurring in the future. To be most effective, reinforcement should be delivered immediately and consistently (delivered each time it is planned). Reinforcement should be delivered continuously (every time it occurs) if building a new behavior. It should be delivered intermittently (every so often) if maintaining an existing behavior. Examples:

- Attention, preferred items and/ or activities provided contingent upon on-task behavior and work completion
- Access to items/activities provided only after desired behavior has occurred (or absence of undesired behavior)
- Delivery of items that provide similar sensory consequences contingent upon periods when the problem behavior

Positive self-talk- Increase student's belief in self and their own capabilities in various situations by positive self-prompts. The student can be taught a repertoire of positive statements, such as —I'm capable of doing my work, or —If I study my spelling words every day, I will get a good grade on my test. The student is taught to repeat such statements as frustrations increase in adverse situations. Teachers and/or counselors may have to implement verbal or nonverbal prompts in order for the student to initiate the self-talk process.

Post all classroom rules and daily schedules in prominent locations- Involving students in creating classroom rules and expectations, as well as develop posters and activities about the rules, helps them to take ownership of the environment. It is a proactive way of teaching and increasing appropriate classroom behaviors.

Practice opportunities- This involves providing specific opportunities for the student to demonstrate taught skills in the classroom. The teacher may need to establish a verbal or nonverbal prompt with the student (i.e. —now is a good time to use your skills or tap the student on the shoulder).

Predictability -When children can predict upcoming events they show less resistance. Example: If a trip is cancelled, write in on the student's calendar or planner.

Preferential Seating -This refers to changing the seating arrangements in order meet his/her specific needs. Example:

- The student sits in close proximity to the teacher for hearing, vision, and/or attention concerns.
- The student is moved away from negative peer influences and near more positive peer influences.
- Arrange seating so as to prevent congestion
- Strategically arrange student seating so that individuals prone to misbehave are adequately separated from one another.

Premack Principle (If this, then that...)- States that people are more likely to complete an undesirable task if they know that upon completing the task they will have immediate access to something they highly desire. This intervention is used quite often in both educational and home settings. The teacher states a non-preferred behavior or activity must take place before a preferred behavior or activity can be accessed. Examples:

- Jeremy's teacher told him that when he completes his geometry worksheet, she will allow him to read his book for 10 minutes.
- Isabella wanted to go to circle time, but she had not cleaned up her work area. The teacher stated, —If you clean up your work, then you can go to circle time.

Preview Rules rules/behavioral expectations- Some students misbehave because they are impulsive and do not always think through the consequences of their misbehavior before they act. These students can benefit from having the teacher briefly review rules and/or behavioral expectations just before the students go into a potentially challenging situation or setting (e.g., passing through the halls; going to an assembly). If the instructor has a classroom reward system in place, he or she can strengthen the rules preview by reminding students that the class can win points for good behavior.

Preview schedule- Having the teacher preview a student's schedule daily (or even more frequently) can help those children who seem to misbehave because they do not respond well to unexpected changes in schedule or cannot remember what their schedule is.

Private approach to student- The instructor quietly approaches the student, points out the problem behavior and how it is interfering with class work or interrupting instruction. The instructor reminds the student of the academic task in which he or she should be engaged. The student is politely offered the choice to improve behavior or accept a negative consequence. Privately approaching a student can help him or her to save face and reduce the likelihood that the student will become defensive or defiant.

Problem solving skills- Problem solving involves 1) identifying the problem, 2) determining why the problem is occurring, 3) developing solutions, and 4) making a choice.

Progress reports- Using a daily or weekly system to document and communicate student's behavioral progress. Subjectively, the teacher may write a brief note at the end of the day or week to describe the student's overall behavior. Objectively, the teacher collects data daily to determine the progress of interventions.

Prompting- A visual, auditory, or physical cue is presented to a student to facilitate a given response. However, overuse of prompting may result in a high level of dependency on prompts. Be conscious of students for whom a physical cue is aversive. Examples:

- **Pre-K»** When it is time to clean up at pre-school, Mrs. Kindly turns the cleanup music on.
- **Elementary»** While Sarah is learning to print in kindergarten, she is given papers on which there is a dot where each letter should start.

Proximity control- Teacher proximity or adult proximity depending on the resources available is essential in changing student behavior (discouraging off-task behavior). Examples:

- Randomly walking around the room to stand near a student with problem behavior actually prevents the inappropriate behavior from occurring.
- A student that is tapping a pencil and has been redirected verbally in the past could use a non-verbal reminder from the teacher. As the teacher is teaching he/she could walk over to the student and without saying anything, touch the pencil that the student is tapping.
- A student may need extra support and supervision during transition times or the less structured time such as lunch or recess, pairing them with an adult and having them help the adult is a positive way to increase supervision.

Quiet areas- The student is given a specific time and/or space (established prior to displaying behavior) for quiet or —cool down|| purposes when overwhelmed, over-stimulated, or upset. Example: If a student becomes easily frustrated during certain academic tasks, then a quiet area of the classroom can be established as a personal space for that student to go if necessary.

Quiet start requests- Make a quiet request to start a task or change a behavior, so the rest of the class is not disturbed. A low voice, a written note, or visual prompts can be effective in gaining compliance.

Reactive Strategies -Think About My Behavior, Time-Away, Problem Solving Steps, Incident Reports.

Redirection- Re-focusing someone's attention on to another task or topic. This usually is done with little to no attention being paid to the inappropriate behavior which may be occurring. Redirection requires that you give minimal acknowledgement to the issues at hand but focus on something that is more appropriate to the moment. The teacher may interrupt the problem behavior by calling on the student to answer a question, assigning him/her a task to carry out, or otherwise refocusing the child's attention. Once the person is engaged in the other task or topic, it will be important to give a lot of praise and/or attention to them at this point. Example: Veronica is running up the slides during recess. Mrs. Black approaches her, points to the swings, and says, —Look, there's an empty swing for you.

Reflection center- If the student is agitated, anxious, or mad, the student is redirected to an area of the room called the —Reflection Center. This area is where the student can express how they are feeling appropriately, such as writing it down or drawing a picture.

Reflective Response- The student is required to write and submit to the teacher a brief written response (if age appropriate) after displaying behaviors. At a minimum, the response would state: (1) what problem behavior the student displayed, (2) how the student could have acted in an alternative, more acceptable manner, and (3) a statement from the student to show appropriate behaviors in similar situations in the future. NOTE: Some teachers use a pre-printed structured questionnaire containing these 3 items for the student to complete. The intervention requires the student to spend a fixed period of time in relaxation following each occurrence of an upsetting behavior. The student should not be forced to do this. The student

should be taught the relaxation techniques during non-stressful circumstances, not during the stressful event.

- **Pre-K»** Jill occasionally has angry outbursts. When this occurs, an aide takes him to a quiet corner and they practice breathing slowly for four minutes.
- **Elementary»** Natalie, who acts out by hitting other children, learns to identify when she is feeling frustrated. She is taught two relaxation techniques. When she lets the classroom teacher know she is frustrated, she is excused from the room to a designated place for a 10-minute period of relaxation.
- **Secondary»** Alice periodically has panic attacks. She learns a progressive muscle relaxation technique that effectively calms her. When Alice feels highly agitated, she goes into the nurse's room and practices relaxation for fifteen minutes.

Response cost- Contingent withdrawal of a specific amount of available reinforcement (e.g., points, privileges, etc.) following an inappropriate response. Response cost must be less than the total amount or number of reinforcement available (i.e., never go in the hole). Remember, all students have civil rights to water, food, clothes and use of the bathroom which cannot be withheld. As a drawback, this type of system can often lead to aggression directed at the teacher, other students, or property. A student may also cry, whine, or pout when reinforcement is withdrawn. It is recommended to initially implement a system that involves delivering reinforcement, not taking them away. This will establish value to the system and it will also eliminate aggression or tantrums that can occur when the reinforcement are removed. Examples:

- **Pre-K»** If Cathy finishes the table time activity without kicking the table, she gets a large ball of play dough. Each time she kicks the table, a portion of the play dough is removed. When the activity is completed, she gets to play with the remaining dough.
- **Elementary»** Steve is awarded ten points at the start of recess. Each time he breaks one of the playground rules, he loses a point. At the end of the recess period, Steve may bank all the points he has retained and exchange them after the last recess of the day for items listed on a menu of reinforcers.
- **Secondary»** Bart's preferred activity is computer time. He starts each class with ten minutes of computer time to use at the end of the period. Each time he spits on the floor, he loses one minute of his computer time.
- **Lottery system»** The teacher gives each student five or more tickets with his or her name on it. If a student breaks a rule or does not follow a request, a ticket is taken away. At the end of the day, the tickets are collected from all students and three or four names are drawn to receive a reward.

Role-play- A student learns behavior by practicing the desired behavior. The teacher develops scenarios and the student role-plays how they would respond in that situation. Research shows this is a very effective method for teaching appropriate behavior.

Rules review- The teacher approaches the student and (a) has him or her read off the posted class rules, (b) asks the student which of those rules his or her current behavior is violating, and (c) has the student state what positive behavior he or she will engage in instead.

Schedule adjustment- Modify or adjust the daily schedule or routine of the student to reduce the chance that inappropriate behavior will occur. Examples:

- A student may tend to focus best in the early morning and needs to have academic classes scheduled before lunch or just the opposite they may need a schedule in which their academic classes may need to be scheduled in the afternoon.
- There may be a personality/work style —mismatch|| between a teacher and student and changing a student's teacher schedule could make a significant difference.
- Schedule recess after quiet reading time, instead of quiet reading time after recess

School-wide recognition- Use school wide vehicles for recognition of appropriate behavior: Use programs such as —student of the week,|| school wide awards, or recognition on the school announcements. The recognition should be paired with praise concerning a specific appropriate behavior in order to impact a target behavior.

School Survival Skills- Explicit teaching of specific skills that may be impacting student success, such as; organization, note taking, study skills, and/or using a planner.

Scripts- The teacher develops a script with the student that addresses his/her specific needs. In order to ensure optimal effectiveness of this intervention, the teacher should provide the script in written form to the student and possibly attach it to his/her desk.

Self-management- Student is taught how to monitor and manage his or her own behavior.

Self-monitoring- The student systematically monitors (or tracks) his or her own behavior in order to help the student become more aware of their behavior. Example: Ms. Pate has asked Michael to self-monitor his off-task behavior while in her classroom for second period Language Arts. Ms. Pete provides Michael with a data sheet containing 12 square boxes. Ms. Pate has set her computer to emit a tone every 5 minutes. When Michael hears the tone, he is to place an X in the box if he was on-task, or leave the box blank if he was off-task. Ms. Pate takes data as well to compare with Michael's.

Setting clear expectations and rules- A way of letting the student know what is clearly expected of them and what will happen when the student meets or does not meet the expectation. The expectation should be reasonable and something the student can achieve. Set the expectation by stating the expectation and letting the student know what he or she can earn and not earn for meeting or not meeting the expectation. This puts the responsibility of earning that privilege in their hands. When the student meets or does not meet the expectation, the teacher must follow through with the pre-determined consequences. Emphasize that they are making the decision by how they act. It is not you choosing for them on what will happen. Examples of methods: Capturing Kids Hearts, Teaching with Heart, Universal Expectations, School Rules, Class Rules, and Classroom Contracts.

Social skills- These include skills such as social problem solving, cooperative play and work, turn-taking, and conversational skills. Increasing the appropriate use of these skills will help facilitate positive and appropriate interactions with peers and adults.

Social stories/Comic book conversations- A social story or comic book conversation is written specifically for the student and the situation (i.e. Joe waits for his turn) and must be visually provided for the student. This teaching method involves prompting understanding of the social context of various social situations. The social story is a tool to help lessen the stress of social situations.

Specific, or modified, instructions- Prior to the assignment, the teacher gives the student more specific or modified instructions in order to assist in overall comprehension of information. The

teacher may provide additional or individual verbal instructions, written instructions, pictorial instructions, visual guides, completed model of task, etc.

Specific verbal praise- When the student engages in a positive behavior that the teacher has selected to increase, the teacher praises the student for that behavior. Along with positive comments (e.g., —Great job!"), the praise statement should give specifics about the behavior the child demonstrated that is being singled out for praise (e.g., "You really kept your attention focused on me during that last question, even when kids around you were talking!"). The praise should be a simple and concise statement given immediately after the behavior. Specific verbal praise should always be paired with other types of reinforcement in order to communicate to the student why they are receiving the other type of reinforcement. Example:

- A student who is usually loud and disruptive comes into the classroom quietly and sits in his/her desk, (which the teacher has been asking for and redirecting the students to do for two weeks). The teacher then walks over to the student and uses specific verbal praise such as, —You did a fantastic job coming in quietly and going straight to your desk|| or —I appreciate the way you came into the room quietly and went directly to your desk. You are making this classroom a great place to learn.

Structured daily schedule- A daily outline of classroom activities designed to maximize student learning. Structuring time through a planned daily schedule of specific activities and transitions maximizes —on-task behavior and minimizes students' inappropriate behavior. Create a daily schedule in written or visual format. Display the schedule in a prominent location in classroom. Discuss the schedule each day/class period. Examples:

- **Pre-K»** During circle time, Josh's teacher previews the daily events using a picture schedule.
- **Elementary»** Ms. Adams, a second grade teacher, writes the daily schedule paired with visual aids on the board and highlights the weekly events and homework with colored chalk. She reviews the schedule with her students at the beginning of each day.
- **Secondary»** Mr. Bryant, who teaches math in seventh grade, writes both the daily schedule and the weekly homework on the board. Students know what to start on when the bell rings each day, and they know the order of activities for teacher directed instruction, guided practice, and independent practice.

Structuring non-instructional periods, including recess- This refers to a systematic intervention program for a student who requires a high level of structure during non-instructional periods. The student is taught specific game rules, as well as appropriate hall, lunchroom, bathroom, and playground behavior. Then they are reinforced for appropriate behavior during these activities. Examples:

- **Pre-K»** The preschool teacher notices that most of Johnny's conflicts with other children occur during free play. She decides that instead of free play, she will have Johnny pick between two activities.
- **Elementary»** The other students are constantly complaining that Alex interrupts and interferes with their games at recess. A classroom aide teaches Alex the rules for kick ball. The classroom aide then goes to recess with Alex and prompts him to join the game. The aide monitors his play and interaction with other students. Alex is rewarded for playing by the rules and for getting along with the other children.

Student follow-up- Establish a systematic check in. during an assignment to ensure that the student fully understands a specific task or request. The teacher and student may have an agreement specifying that 10 minutes after the start of a given assignment/test or request the teacher will verbally confirm the student understands. If the student is in need of further instruction, the teacher will provide it.

Systematic prompting- Systematic prompting is a 3-step prompting sequence to ensure compliance with demands. A student's noncompliance is often a function of avoiding the setting or activity in that setting. Tell the student in a very clear, concise language what you want him to do. Then, use a gestural prompt, and then use gentle guidance. The instructor should always praise any compliance observed. When implementing this procedure, the instructor should not engage in any verbal discussions or debates. The only words spoken to the student other than demands should be praise when the task is completed. Step three of this procedure is not appropriate for older students.

- **Step 1:** *Stacy put the truck in the box. Wait 5 seconds to give her a chance to comply.* him a chance to comply. If he does, praise him. If he does not comply, go to step
- **Step 2:** Tell the student what to do as you **demonstrate the appropriate response.** —Stacy, put the truck in the box) as you are showing her where to put the truck. Give her 5 seconds to comply. If she complies, praise her. If she does not comply, go to step 3 or repeat steps 1 and 2 (if older student).
- **Step 3: Help the student complete the** task by using as little physical guidance as necessary (hand-over-hand).

Targeted Skills Development- Your counselor or RTI Coordinator have resources lesson to teach the following skills. When these behaviors occur skills need to be taught, modeled, reinforced and practiced often to correct problem behaviors:

- Accepting No as an answer
- Asking for Help
- Staying on Task
- Disagreeing Appropriately
- Following Instructions
- Using Appropriate Voice Tone

Task analysis- Break down a task into steps to make manageable and to ensure student feels success. Teaching a student how to break down task into more simplistic parts can also help reduce problem behaviors. Example:

- A student who has difficulty compiling a three sentence paragraph may perform better when the task is broken down into small steps. First, teach him/her to identify and write down the theme of the paragraph, then create three categories (introduction, main idea, and conclusion), Next brainstorm what ideas should go under each category, and finally the student can compile the paragraph based on the information gather during previous steps.

Teaching interaction- A short social skills teaching sequence: 1) expression of affection, 2) initial praise, 3) description of inappropriate behavior, 4) description of appropriate behavior, 5)

rationale, 6) acknowledgement, 7) practice, 8) feedback, 9) consequences, and 10) general praise. Examples:

- **Pre K»** When the teacher observes Susie grabbing a doll from Natalie, the teacher takes Susie aside and tells Susie how much she enjoys having her in the class. She rehearses with Susie how to ask Natalie if she can play with the doll. The teacher tells Susie what a good job she did and then sends her back to play.
- **Elementary»** Russell was teasing Jane about her new haircut. The teacher asks Russell to stay in and help her pass out art supplies at recess. During recess, she congratulates Russell accomplishing his reading goal. She then describes how she saw him teasing Jane and how that can really hurt somebody's feelings. She asks Russell to apologize to Jane and give her two compliments during the day. He promises to do that. The teacher pats him on the back and says she is proud of him.

Token Economy- A token economy is a system in which a token is administered to students when appropriate behaviors are displayed and the tokens can be exchanged later for reinforcer. Ideas of tokens can include:

- Plastic or metal chips
- Marks on a blackboard
- Points marked on a paper point card
- Stars
- Holes punched in a card
- Stickers
- Paper clips
- Beans in a jar
- Happy faces
- Play money

Tolerance skills- Students who frequently become angry at peers or who may be set off by certain triggers may be taught to tolerate or accept certain situations by using coping skills to keep them from reacting inappropriately.

Transitions supports- Transitioning from one environment to another or one activity to another can be a difficult process for many students. If supportive tools are built into the transition process, appropriate behaviors may increase during this time. Examples: Hallway peer buddy, close adult proximity, and pictorial signs with transition expectations posted in the hallway.

Use of manipulatives- Classroom or academic manipulatives to teach a skill. Examples: Behavior charts, math blocks, positive word charts, and message boards.

Use of positive referrals- This intervention is the use of a form that recognizes a student for displaying the appropriate target behavior(s) by filling it out and making a specific comment about the behavior, when it happened, and possibly reporting it to someone the student sees as a powerful adult within the school setting.

Verbal prompting- This involves prompting a student with a verbal remark that states the expected behavior. Example: A student comes into the room and sits backwards in their chair to talk to another student. The teacher verbally prompts the student by saying, —Joe, face forward.

Verbal rehearsal- Establish a system which the student verbally, or in a written form, repeats rules or expectations. Example: Teacher and student have an agreement specifying that before each class change and student verbally reviews the rules and expectations.

Verbal reminders- The instructor review rules and expectations prior to an assignment or problem times.

Visual schedule- An organized schedule that could be pictorial or written. A schedule can help a student progress through the day but it can also break down specific tasks throughout the daily progression.

Visual strategies- The instructor places visual prompts on the student's desk, in the student's planner, on a nearby wall, or any other area that will prompt the student to engage in the appropriate behavior

REFERENCES

<http://www.escambia.k12.fl.us/pbis/rtib>; *Behavior Intervention Guide*

Author, P.Hahn. Riverside County Selpa. "[A Positive Behavior Interventions and Support.](#)"

| WEBSITE RESOURCES | | |
|--|--|--|
| www.pbis.org | www.swis.org | www.modelprogram.com |
| www.apbs.org | http://flpbs.fmhi.usf.edu | www.pbismaryland.org |
| www.pbisworld.com | www.pbisillinois.org | www.cde.state.co.us/pbs |
| www.txbsi.org | www.uoregon.edu/~ivdb/ | www.rcselpa.org |

Glossary of Commonly Used Terms

Acceleration – Interventions that are implemented to increase the speed at which students acquire skills.

Accommodation – Changes in instruction that enable children to demonstrate their abilities in the classroom or assessment/test setting. Accommodations are designed to provide equity, not advantage, for children with disabilities. Accommodations include assistive technology as well as alterations to presentation, response, scheduling, or settings. When used appropriately, they reduce or even eliminate the effects of a child's disability but do not reduce or lower the standards or expectations for content. Accommodations that are appropriate for assessments do not invalidate assessment results.

Alternate Assessment – An assessment aligned with alternate achievement standards for children with the most significant cognitive disabilities designed by the state and required in lieu of regular statewide assessments, when determined necessary by the child's IEP team.

Assessment – Assessment is a broad term used to describe the collection of information about student performance in a particular area. Assessments can be diagnostic, formative or summative.

At Risk – A term applied to students who have not been adequately served by social service or educational systems and who are at risk of educational failure due to lack of services, negative life events, or physical or mental challenges, among others.

Behavior Intervention Plan – A plan developed for children who are exhibiting behavioral difficulties that include targeted behaviors, intervention strategies, reinforcers and consequences, and a plan for collecting and monitoring data. Behavior Intervention Plans should include positive behavioral support.

Benchmark – A detailed description of a specific level of student performance expected of students at particular ages, grades, or developmental levels. Benchmarks are often represented by samples of student work. A set of benchmarks can be used as "checkpoints" to monitor progress toward meeting performance goals within and across grade levels, (i.e., benchmarks for expected mathematics capabilities at grades three, seven, ten, and graduation.)

Baseline – An initial observation or measurement that serves as a comparison upon which to determine student progress.

Benchmark Assessments – Student assessments used throughout a unit or course to monitor progress toward learning goals and to guide instruction. Effective benchmark assessments check understanding and Response to Intervention: measures application of knowledge and skills rather than recall; consequently, effective benchmark assessments include performance tasks. Benchmark assessments may involve pre- and post-assessments.

Benchmarks for Progress Monitoring – Measures that are used to determine student progress and to guide instruction. These measures may assess a specific skill such as correct words read per minute (reading fluency).

CAASSP- Measures students' progress toward achieving California's state-adopted academic content standards, which describe what students should know and be able to do in each grade and subject tested.

Common Assessment – Common assessments are the result of teachers collaborating and coming to consensus about what students should know, understand and be able to do according to the standards. Common assessments assess the standards and provide teachers a means for looking at student work.

Content Standards – Content standards are broad statements of what students should know and be able to do in a specific content area. They state the purpose and direction the content is to take and are generally followed by elements.

Culminating Performance Task – A culminating performance task is designed to be completed at or near the end of a unit of instruction. The activity is designed to require students to use several concepts learned during the unit to answer a new or unique situation. The measure of this activity allows students to give evidence of their own understanding toward the mastery of the standard.

Curriculum-based Assessment – An informal assessment in which the procedures directly assess student performance in targeted content or basic skills in order to make decisions about how to better address a student's instructional needs.

Curriculum-based Measure – Curriculum-based measurement, or CBM, is a scientifically-based method of monitoring student educational progress through direct assessment of academic skills. CBM can be used to measure basic skills in reading, mathematics, spelling, vocabulary, and written expression. It can also be used to monitor readiness skills.

Curriculum Map – A curriculum map provides an outline of the course content by units and may provide a suggested time schedule for each unit.

Depth of Knowledge – Depth of knowledge (DOK) is a term that refers to the substantive character of the ideas in the performance standards. DOK classifies the various levels of understanding that students must demonstrate as they encounter and master the content and skills within the performance standards. This schema for evaluating standards has four levels of knowledge: (a) recall, (b) skill/concept, (c) strategic thinking, and (d) extended thinking. Operational definitions and labels vary somewhat by subject.

Dibels NEXT- The Dynamic Indicators of Basic Early Literacy Skills (DIBELS NEXT)- Administer the Dibels benchmark probe for oral reading fluency to determine number of correct words per minute the student read.

Differentiation – Differentiation is a broad term referring to the need of educators to tailor the curriculum, teaching environments, and practices to create appropriately different learning experiences for students. To differentiate instruction is to recognize students' varying interest, readiness levels, and learning profiles and to react responsively. There are four elements of the curriculum that can be differentiated:

English Language Learner (ELL) – Refers to students whose first language is other than English and whose command of English is limited. The term is used interchangeably with limited English proficient.

Evaluation – The process of making judgments about the level of student understanding or performance.

Feedback – Descriptive comments provided to or by a student that provides very specific information about what a student is/is not doing in terms of performance needed to meet identified standards/learning goals.

Fidelity – Fidelity refers to the provision or delivery of instruction in the manner in which it was designed or prescribed. Other related terms to fidelity are intervention integrity or treatment integrity which often refers to the same principle.

504 Plan- 504 accommodation plans may be written for disabling conditions caused by short or long term emotionally or physically disabling conditions.

Flexible Grouping – A type of differentiation in which students are organized into groups based on interests and/or needs. Groups are not static and teachers use data to establish and modify the composition of the student groups.

Fluency – The ability to read a text accurately, quickly, and with proper expression and comprehension. The ability to automatically recognize conceptual connections, perform basic calculations, and apply appropriate problem solving strategies.

Formative Assessment – A formative assessment is an evaluation tool used to guide and monitor the progress of student learning during instruction. Its purpose is to provide continuous feedback to both the student and the teacher concerning learning successes and progress toward mastery. Formative assessments diagnose skill and knowledge gaps, measure progress, and evaluate instruction. Teachers use formative assessments to determine what concepts require more teaching and what teaching techniques require modification. Educators use results of these assessments to improve student performance. Formative assessments would not necessarily be used for grading purposes. Examples include (but are not limited to): pre/post tests, curriculum based measures (CBM), portfolios, benchmark assessments, quizzes, teacher observations, teacher/student conferencing, and teacher commentary and feedback.

Frameworks – Frameworks are intended to be models for articulating desired results, assessment processes, and teaching-learning activities that can maximize student achievement relative to the California State Standards. They may provide enduring understandings, essential questions, tasks/activities, culminating tasks, rubrics, and resources for the units.

Gifted Student – A gifted student is a student who demonstrates a high degree of intellectual and/or creative ability(ies), exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields, and needs special instruction and/or special ancillary services to achieve at levels commensurate with his or her abilities.

Grade-Level Equivalency – Scores at the 90th percentile

Individualized Education Program (IEP) – A written document that outlines the special education and related services specifically designed to meet the unique educational needs of a student with a disability. A written statement for a child with a disability that is developed, reviewed, and revised in accordance with IDEA 2004.

Individualized Education Program Team (IEP Team) – Individuals who are responsible for developing, reviewing, or revising an IEP for a child with a disability.

Interventions – Targeted instruction that is based on student needs. Interventions supplement the general education curriculum. Interventions are a systematic compilation of well researched or evidence-based specific instructional strategies and techniques.

i-Ready-Computer Adaptive Diagnostic Assessment used as the Universal Screening Measure. Results of the diagnostic are one measure used to drive personalized learning plans. Intervention is available through homeschool students who may be “at risk,” or involved in the RTI Tier 2 process.

Lexile – Lexile, also known as the Lexile Score or Lexile Measure, is a standard score that matches a student’s reading ability with difficulty of text material. A Lexile can be interpreted as the level of book that a student can read with 75% comprehension. Experts have identified 75% comprehension level as offering the reader a certain amount of comfort and yet still offering a challenge. Lexiles range between approximately BR (for beginning reader) and 1700.

Modifications – Alterations that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. Consistent use of modifications can negatively impact grade level achievement outcomes. Modifications in statewide assessments may invalidate the results of the assessment.

Probe – When using a Curriculum Based Measure (CBM), the instructor gives the student brief, timed samples, or “probes,” comprised of academic material taken from the child’s school curriculum. These CBM probes are given under standardized conditions.

Professional Learning Community – A group of individuals who seek and participate in professional learning on an identified topic.

Progress Monitoring – Progress monitoring is a scientifically based practice that is used to assess students’ academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

Pyramid of Interventions – The Pyramid of Intervention is also known as the Student Achievement Pyramid of Interventions. It is a conceptual framework developed by SCS that will enable all students in our school to continue to make great gains in school. The pyramid is a graphic organizer that illustrates layers of instructional efforts that can be provided to students according to their individual needs through MTSS.

Response to Intervention – Response to Intervention (RtI) is a practice of academic and behavioral interventions designed to provide early, effective assistance to underperforming students. S.M.A.R.T. and Research-based interventions are implemented and frequent progress

monitoring is conducted to assess student response and progress. When students do not make progress, increasingly more intense interventions are introduced.

Research Based Intervention - The methods, content, materials, etc. were developed in guidance from the collective research and scientific community. (Harn, 2007)

Rubrics – Based on a continuum of performance quality and a scale of different possible score points, a rubric identifies the key traits or dimensions to be examined and assessed and provides key features of performance for each level of scoring.

San Diego Quick- Assesses independent reading level to ensure that the student is presented with reading material which can be decoded independently.

Scaffolding – Scaffolding is the instructional technique of using teacher support to help a student practice a skill at a higher level than he or she would be capable of independently. Presenting a skill at this level helps students advance to the point where they no longer need the support and can operate at this high level on their own.

SST- Student Study Team or Student Success Team

Standard – A standard is something set up and established by authority as a rule for the measure of quantity, weight, extent, value or quality. A standard defines the broad expectations for an area of knowledge in a given domain and may include an expectation of the degree to which a student expresses his or her understanding of that knowledge.

STAR- Acronym for Support, Teach, Accelerate and Reach. A team which includes all parties necessary for a multi-disciplinary team which could include: an administrator, counselor, special education representative, ACE, teacher, grade level team, and other staff as needed. The STAR Team is a multi-disciplinary team which utilizes a problem-solving process to investigate the educational needs of students who are experiencing academic and/or social/behavioral difficulties. STAR Team uses a data-driven process to plan individualized supports and interventions and the method of assessing their effectiveness. It is also a collaborative platform for staff to brainstorm effective strategies to address specific student needs.

Strategy – A loosely defined collective term that is often used interchangeably with the word –intervention; however strategies are generally considered effective instructional/behavioral practices rather than a set of prescribed instructional procedures, systematically implemented.

Student with a Disability – Refers to a child evaluated as having an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as emotional disturbance), an orthopedic impairment, autism, traumatic brain injury, other health impairment, or a specific learning disability who needs special education and related services.

Student Work – Student work may or may not demonstrate that the student is meeting the standard. Student work should be used by the teacher to show the student what meeting the standard means.

Summative Assessment – A summative assessment is an evaluation tool generally used at the end of an assignment, unit, project, or course. In an educational setting, summative assessments tend to be more formal kinds of assessments (e.g., unit tests, final exams, projects,

reports, and state assessments) and are typically used to assign students a course grade or to certify student mastery of intended learning outcomes for the Georgia Performance Standards.

Tasks – Tasks provide the opportunity for students to demonstrate what they can do, what knowledge they have, what understanding they have that relates to specific standards or elements. This demonstration may occur at any time during the course or at the end of the course.



Special Education Department

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Special Education Procedural Guide



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Special Education Procedural Guide

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INTRODUCTION

Springs Charter Schools (SCS) is a network of personalized learning, independent study charter schools that includes River Springs, Harbor Springs, and Empire Springs. SCS are committed to meeting the needs of students with exceptional needs, their parents, and the staff members who work with the students with disabilities enrolled in our programs. In order to implement this goal, the Procedural Handbook describes policies, procedures, and guidelines in place to ensure that students being referred for and/or enrolled in special education programs receive a free, appropriate public education (FAPE) in the least restrictive environment (LRE).

SCS are members of the Riverside County Special Education Local Plan Area (SELPA), and follow the guidelines and procedures set forth by the SELPA in accordance with all State and Federal laws.

SCS Special Education Department Mission: Special Education staff will work collaboratively with students, teachers, and parents to develop and provide an Individualized Education Program within the Personalized Learning Plan of each student.

REFERRAL PROCESS

SCS provide for the identification and assessment of the exceptional needs of an individual, and the planning of an instructional program to meet the assessed needs. Identification procedures include systematic methods of utilizing referrals of pupils from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Identification procedures are coordinated with school site procedures for referral of pupils with needs that cannot be met with modification of the regular instructional program. (EC 56302)

Parents and staff work closely to address academic or behavioral performance and concerns of individual students. Parents will be contacted whenever there is a concern about their child's academic or behavioral performance. Parents may also contact their child's teacher or school site administrator with concerns about their child's academic or behavioral performance. Concerns may be addressed in an Rtl meeting. This meeting may be initiated by school staff or parents/guardians/student. During the Rtl meeting, the Team can document concerns and which strategies are being implemented or will be implemented to attempt to address the student's concerns related to their learning.

For more information regarding Child Find procedures refer to the Riverside County SELPA website policies and procedures at:
<http://www.rcselpa.org/common/pages/DisplayFile.aspx?itemId=3850076>

If a parent makes an oral request for a special education assessment for their child, it is the responsibility of SCS to inform the parents this request must be in writing and assist the parents with writing the request if needed (EC 56029; CCR§ 3021). All requests should be submitted to the Director of Special Education or Designee via secure internet site or via email with written parent permission to special.education@springscs.org. This request starts the assessment process and SCS must respond within 15 days. Director of Special Education or Designee will notify Rtl Team of the parent request. SCS will hold an Rtl meeting within 10-15 days to address the parent's concerns. All Rtl documentation must be uploaded into OASIS by the school site personnel. A pupil shall be referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized. (EC 56303)

Assessment Plan and Prior Written Notice (PWN) will be developed by Special Education staff to determine assessments needed to address all areas of suspected disability. Director of Special Education or Designee will assign responsible staff.

SCS may deny the parent's request for an initial assessment or additional assessment using a Prior Written Notice (PWN) if the team feels that the student is receiving a Free Appropriate Public Education (FAPE) in the least restrictive environment (LRE). SCS shall include data in the PWN to ensure that the student does not require assessment.

All school staff referrals shall be written and include: (1) a brief reason for the referral and (2) documentation of the resources of the regular education program that have been considered, modified, and when appropriate, the results of intervention. This documentation shall not delay the time-lines for completing the assessment plan or assessment. (Title 5 CCR 3021; EC 56100(a), (i), and (j); EC 56300-56303; 34 CFR 300.128, 300.22)

For detailed information regarding policies and procedures regarding Child Find and a Coordinated System of Referrals, go to the Riverside County SELPA website policies and procedures at: <http://www.rcselpa.org/common/pages/DisplayFile.aspx?itemId=3850076>

ASSESSMENT PLANS AND PRIOR WRITTEN NOTICE

An Assessment Plan (AP) is a document that outlines the assessment tools and methods used to determine eligibility for special education services as well as present levels of performance, the types of measurements used to collect this information, and the individual(s) responsible for the collection/review of data.

Assessments will be comprised of data from multiple sources and will require a multidisciplinary team of specialists to gather and interpret the data. Parental consent is not required before reviewing existing data, or before administering a test or other assessment that is administered to all students, unless before administration of that test or assessment, consent is required of the parents of all the students. A parent has a right to request an evaluation at any time. For a student that has an IEP, if the school and parent mutually agree, a triennial IEP can be held early.

Prior Written Notice (PWN) is a legal requirement per IDEA, and is a protection afforded to parent(s)/guardian(s) per their Procedural Safeguards. IDEA includes prior written notice as a measure to ensure that parents have adequate notification and understanding of special education decisions made about their child, including elements of a Free Appropriate Public Education (FAPE). A prior written notice should provide comprehensive documentation of any and all actions proposed and/or refused by an LEA/district. The information included should be sufficient to ensure that parents understand the rationale by which decisions were made, and all things that were considered. Providing prior written notice affords parents an additional opportunity to consider and/or object to decisions that were made prior to implementation. It is the responsibility of each Case Manager and/or Assessor to ensure the PWN is provided to the parent. The PWN may be accessed through the Special Education Information System (SEIS) in the IEP documents.

For detailed information on Assessment procedures, see the Riverside County SELPA website at <http://www.rcselpa.org/common/pages/DisplayFile.aspx?itemId=4774556>

PROCEDURAL SAFEGUARDS

Parents of children with disabilities enrolled in SCS have specific education rights under the Individuals with Disabilities Act (IDEA). These rights are called Procedural Safeguards. Individuals serving as surrogate parents and adult students aged eighteen and over who receive special education services are also entitled to these Procedural Safeguards. A copy of the Notice of Procedural Safeguards and Parents' Rights must be offered to the parent a minimum of one time yearly. A copy must also be provided to parents:

- Upon initial referral or parental request for evaluation
- When sending out an Assessment Plan and/or Prior Written Notice
- In accordance with disciplinary procedures
- Upon parental request

SPECIAL EDUCATION TIMELINES

- **Annual IEP review.** Not to exceed 12 months (365 days) from the date of the last IEP N/A EC 56043 (d), (j) EC 56343 (d) EC 56380
- **Triennial Eligibility review.** Every 3 years based on the date of the last evaluation.
 - May occur more often if needed, but no more than once per year, unless the IEP team agrees
 - Parent and LEA may agree in writing that triennial assessments are not necessary and may also agree to limit the scope of the review
 - Recommendation: Begin the triennial assessment process at least 90 days prior to the triennial review date EC 56043 (k) EC 56381
- **Parent requests an IEP meeting for a child with an existing IEP:** 30 calendar days after written request is received
 - Exception for school breaks in excess of 5 school days
 - If a verbal request is made by the parent, SCS must assist the parent in making the request in writing EC 56043 (l) EC 56343.5
- **Initial Assessment and IEP Development**
 - Attach Procedural Safeguards and Prior Written Notice (PWN) within 15 calendar days from date of referral
 - Exception of school breaks in excess of 5 school days
 - If a referral is received 10 days or fewer before the end of the school year, then the AP must be sent to parent within the first 10 days of the following school year EC 56043(a) EC 56321(a)
- **IEP team meeting to review initial assessments**-60 calendar days from the receipt of parent consent on the Assessment Plan, to determine eligibility and areas of need
- **IEP to review student's lack of progress toward IEP goals**-No specific timeline; however, best practice is to convene the IEP team within 30 days of determining that a student is demonstrating a lack of progress EC 56343 (b)
- **Parental Notification of IEP Meeting:** No specific timeline; however, staff should notify parents of the IEP team meeting and send the IEP Notice of Meeting early enough to ensure an opportunity to attend the meeting. Best practice is to send at least 10 school days prior to the meeting date EC 56043 (e) EC 56341.5 (b)
- **Implement the signed IEP:** As soon as possible after receiving the signed consent to the IEP from the parent. Keep in mind that compensatory education could be owed if IEP is not implemented in a timely manner EC 56043 (i) EC 56344 (b)
- **Progress reports on IEP goals:** Provided to the parent(s) as indicated on the IEP at least as often as general education progress reports EC 56345 (a) (3)
- **Individual Transition Plans (ITP):** Must be in the IEP when the student turns 16.
 - ITP's must be reviewed annually EC 56043 (g) (l) (h) EC 56341.5 (e) EC 56345 (a) (8)
 - Student informed of transfer of rights at age 18 Must be documented in the IEP when the student turns 17 that the transfer of rights has been discussed
- **Independent Education Evaluation (IEE) Request:** No specific statutory timeline, case law indicates SCS should respond without unnecessary delay 34 CFR 300.502 (b). All requests for IEEs are to be referred to the Director of Special Education.

- **Student Records Request:** Provide parent(s) with copies of student records after an oral or written request within 5 business days *EC 56043 (n) EC 56504*
 - Provide new LEA/District with special education records within 5 business days after request for records from new LEA/District is received

For specific details on scheduling IEPs within SCS, see Attachment A.

INDIVIDUALIZED EDUCATION PROGRAM (IEP) MEETING

IEP team meetings are designed to be non-adversarial and convened solely for the purpose of making educational decisions for the good of the individual with exceptional needs. SCS shall initiate and conduct meetings for the purpose of developing, reviewing, and revising the IEP of each individual with exceptional needs. (EC 56340). SCS, Parents, or the Special Education Local Plan Area (SELPA) may electronically record an IEP meeting if the requesting party provides other members of the IEP team with 24 hours' written notice. If the recording is at the request of SCS or the SELPA, and the parent objects or refuses to attend the meeting because it will be recorded, then the meeting shall not be recorded.

The following individuals are required members of an IEP team, as defined in the California Education Code (Section 56341) for purposes of developing, revising or reviewing the IEP, determining eligibility, and/or recommending placement for any pupil.

- An administrator or an administrative designee (other than the student's teacher) who is knowledgeable of program options appropriate for the student. This person must be authorized to make decisions and allocate resources.
- Not less than one general education teacher. SCS advises that the student's current general education teacher attend the meeting. It is not necessary that all general education teachers be in attendance.
- The student's special education teacher(s).
- The student's parent(s)/legal guardian(s)/surrogate parent, or an individual selected by the parent. It is important to note that no individual or agency is authorized to sign with consent to an IEP unless they possess educational rights for the student.
- When appropriate, the IEP team may also include:
 - The student.
 - Other persons who possess expertise or knowledge necessary for the development of the IEP.
 - An assessor(s) who conducted an assessment and is presenting his/her report for the IEP team or an individual with the appropriate qualifications to present the assessment report on behalf of an assessor
 - For students with suspected learning disabilities, at least one member of the IEP team, other than the student's general teacher, shall be a person who has observed the student's educational performance in an appropriate setting.
 - Interpreter as needed for parents
 - In the event the parents require an interpreter to have meaningful participation in the IEP meeting, the Case Manager should contact the Administrative Assistant in the Special Education Office to request an interpreter. SCS will arrange for an interpreter to provide the necessary assistance.
 - Member Excusal: IDEA 2004 allows for the excusal of some IEP team members. Excusal includes members unable to attend the meeting at all, or members that may need to arrive late or leave early.

- Not Necessary: A member of an IEP team may not be required to attend an IEP meeting in whole or in part, if the parent of a child with a disability and SCS agree that the attendance of such member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.
- Necessary, but excusable: A member of the IEP team may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if both of the following occur:
 - A. The parent and SCS consent to the excusal in writing by completing the IEP Excusal Form (available in SEIS)
 - B. The excused IEP team member submits, in writing, to the parent and the IEP team input into the development of the IEP prior to the meeting.
- SCS expects that IEP meetings will be held in person whenever feasible. In general, the Admin Designee, Parent, Student (when appropriate), general education teacher, and special education teacher are to be present in the same room. Related service providers and assessors may call in to the meeting, with prior notification and agreement of the parent, when scheduling prohibits attendance. IEP Excusal Form should be used to document parent notification and agreement of teleconference participation.

For details on how to obtain signatures following a teleconference, see Appendix B.

IEP CONTENT

The IEP is a written statement determined in a meeting of the IEP team and shall include, but not be limited to, all of the following: (EC 56345)

- The present levels of the pupil's educational performance
- The measurable annual goals, including benchmarks or short-term instructional objectives
- The specific special educational instruction and related services and supplementary aides and services to be provided to the pupil, or on behalf of the pupil, and a statement of the program modifications or supports for school personnel that will be provided for the pupil in order to advance appropriately toward attaining the annual goals, to be involved and progress in general curriculum and to participate in extracurricular and other nonacademic activities
- The extent to which the pupil will be able to participate in regular educational programs
- The individual modifications in the administration of state or district wide assessments of pupil achievement that are needed in order for the pupil to participate in the assessment
- The projected date for initiation and the anticipated duration of the programs and services included in the IEP
- Appropriate objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether the short-term instructional objectives are being achieved
- A statement of how the pupil's parents or guardian will be regularly informed, at least as often as parents and guardian of non-disabled students, on their progress toward annual goals
- When appropriate the IEP shall also include:
 - Prevocational career education for pupils in kindergarten and grades 1 to 6, inclusive, or pupils of comparable chronological age. 07/ 14R 2/ 15 3
 - Vocational education, career education or work experience education, or any combination thereof, in preparation for remunerative employment, including independent living skill training for pupils in grades 7 to 12, inclusive, or comparable chronological age

- For pupils in grades 7 to 12, inclusive, any alternative means and modes necessary for the pupil to complete the district's prescribed course of study and to meet or exceed proficiency standards for graduation
- For pupils whose primary language is other than English, linguistically appropriate goals, objectives, programs and services
- Extended school year services when needed, as determined by the IEP team
- Provision for the transition into the regular class program if the pupil is to be transferred from a special class or center, or nonpublic, nonsectarian school into a regular class in a public school for any part of the school day
- For pupils with low-incidence disabilities, specialized services, materials, and equipment, consistent with guidelines
- At least one year before the pupil reaches the age of 18, a statement that the pupil has been informed that his or her rights will transfer to the pupil upon reaching the age of 18
- All IEPs must include an offer of FAPE

PRESENTATION OF ASSESSMENT REPORTS

Assessment reports should be presented by an individual who can interpret the instructional implications of evaluation results. Most often, reports should be presented by the assessor who conducted the assessment. Should the assessor be unable to present their findings (due to extenuating circumstances) at an IEP meeting, another individual with the same credential may share their results and answer questions during the IEP meeting. Should an assessor be unable to attend an IEP meeting in person, they may attend via telephone or computer. If an assessor is unable to attend the meeting entirely, and no replacement is available, a team member "Excusal" form would be required for the absent team members. Best practice would be to complete as much of the meeting as possible and reconvene at a different time to review the assessment results.

Outside Reports

The following are general guidelines for addressing the receipt of outside reports. Outside reports may be submitted by the parent for consideration by the IEP team. Information gathered from outside reports may guide team in identifying the need to assess for new areas of disability. Outside reports do not automatically determine eligibility or drive goals. SCS must conduct their own evaluations to examine student needs in the school setting and how those needs impact the student's education. An outside report may trigger the need for further assessment, but does not immediately change or determine eligibility in school setting (medical diagnosis versus educational eligibility). Conversely, a medical diagnosis is not required for determination of eligibility in the school setting.

ELIGIBILITY CRITERIA

A child shall qualify as an individual with exceptional needs if the results of the assessment demonstrate that the degree of the child's impairment requires special education in one or more of the program options authorized by EC § 56361. The decision as to whether or not the assessment results demonstrate that the degree of the child's impairment requires special education shall be made by the IEP team. The IEP team shall take into account all the relevant material that is available on the child. No single score or product of scores shall be used as the sole criterion for the decision of the IEP team as to the child's eligibility for special education (CCR Title 5 § 3030(a)). The disability terms used in defining an individual with exceptional needs under Title 5 §3030(b) include: (1) Autism, (2) Deaf-Blindness, (3) Deafness, (4) Emotional Disturbance, (5) Hearing Impairment, (6) Intellectual Disability, (7) Multiple Disabilities, (8) Orthopedic Impairment, (9) Other Health Impairment, (10) Specific Learning Disability, (11) Language or Speech Disorder, (12) Traumatic Brain Injury, and (13) Visual Impairment.

INTERIM PLACEMENT

Whenever a pupil with an IEP transfers into SCS the pupil will be provided a free appropriate public education, comparable to those described in the previously approved IEP, in consultation with the parent for a period not to exceed 30 days. SCS, shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law (EC 56325). SCS has an obligation to implement the student's last IEP, but the new placement does not have to exactly replicate the prior placement (Mrs. S. ex rel G. v. Vashon Island Sch. Dist. 337 F.3d 1115 (9th Cir. 2003)). If the student's goals can be met in a less restrictive environment, and the parent/guardian agrees, SCS will convene an IEP meeting to offer this alternative.

Comparable Services

Comparable services will be determined based on:

- The last agreed upon and implemented IEP obtained *directly* from the student's previous school
- IEP will be analyzed to determine what portions of the student's transfer IEP can be implemented, where, how soon and by whom
- If portions of the student's IEP that cannot be implemented, SCS will convene an IEP meeting to consider possible solutions to meet student needs

For detailed information on the Interim Placement Process see Appendix C.

VISION AND HEARING SCREENINGS

Pursuant to 5 CCRSection 3027, hearing and vision screening should occur prior to student's triennial, "All pupils being assessed for initial and three-year review for special education services shall have had a hearing and vision screening, unless parental permission was denied." Screening should take place prior to any formal testing and may be included as part of the student's assessment (EC Section 56320). Screenings completed within 6 months of the date of the Triennial are considered valid. In the event the student that is being assessed for an initial or a triennial does not have V/H results within 6 months, then the screening must be completed within the 60 day timeline of the assessment plan. The IEP team may consider an outside report from a physician. The IEP team may take into consideration and accept the results.

STATE TESTING

Students will participate in state testing in accordance with the testing schedule established by SCS. Students will receive all appropriate accommodations or modifications in accordance with their IEP. Special Education and Related services may be suspended for no more than 1 week (5 days) during the testing period.

General Office Procedures

Compliance Monitoring

Under the direction of the Director of Special Education, Compliance Technicians will:

- Utilize internal compliance monitoring tools to review incoming IEPs. Non-compliance issues will be addressed by the Director of Special Education. *See Appendix D for Compliance Monitoring Tool.*
- Maintain a daily schedule of filing documents in student files including, but not limited to: Progress Reports, SST/RtI documents, and all IEP documents
- Maintain a weekly schedule of utilizing SEIS and OASIS to monitor student data providing ongoing preparation for CASEMIS and CALPADS submissions in accordance with SELPA policies and to ensure compliance of all IEP timelines for all Annuals, Triennials, Initials, and Interims
- Develop a 60 day calendar based on SCS school year calendar at the beginning of each school year
- Maintain Communication Logs, including Enrollment notes, in OASIS.
Enrollment Logs will be printed by Special Education Administrative Support Staff and placed in IEP file

Maintenance of Pupil Records

- Pupil records are a necessary element in describing a pupil's development in school. It is also essential for the records to be accurate, appropriate, and secure, in accordance with state and federal laws. Only the parent (or pupil over 18) may authorize the release of any information except under the specific and narrow set of circumstances in accordance with state and federal laws.

Per the Title 5 California Code of Regulations (CCR, § 431) SCS will:

- Guarantee access to authorized persons within five (5) business days of the request
- Assure security of all confidential records by maintaining all pupil files in locked file cabinets
- Monitor and maintain access log in every pupil file
- Limit access to those school employees with an "educational need to know" and the parent (or pupil over 18 years of age)
- *Special Education Administrative Support Staff will send Special Education Records to Student Records Department within 48 hours of the request for records in order for Student Records staff to meet the 5 day timeline.*

Destruction of Pupil Records

Director of Special Education or Designee will oversee and approve the destruction of pupil records in accordance with the following guidelines.

All school records in California are divided into three groups for the purpose of defining how long records are kept before they are destroyed:

- Class I - Mandatory Permanent: Must be kept indefinitely by the school district unless microfilmed
- Class II - Mandatory Interim: Unless forwarded to another district, Mandatory Interim records (i.e., access log, health records, special education programs, language training records, progress reports, standardized tests administered in preceding 3 years) may be reclassified as Disposable when the pupil leaves the district or when their usefulness ceases. Such records must be maintained for a minimum three or five years after the completion of the activity for which grant funds were used. Destruction of the file shall be during the third school year following reclassification after parent notification.
- Class III – Disposable or Permitted: The only disposable records are Class III (i.e., objective staff ratings, standardized test results more than 3 years old, routine disciplinary data, behavior observations, disciplinary notices, and attendance records not otherwise required). Such records may be destroyed six months after the pupil completes or withdraws from the educational program. These are to be destroyed so as to maintain the confidentiality of the record.

For complete information and definitions related to Pupil Records, please refer to the Riverside County SELPA website at <http://www.rcselpa.org/common/pages/DisplayFile.aspx?itemId=1498103>

Appendix A

Scheduling IEP Meetings

Academy Students

- Special Education Department will provide a report from SEIS to each school site with the projected number of IEPs due for each month based on current enrollment prior to the end of the school year-update. This report will be provided within the first month of the school year, and will be updated monthly throughout the school year.
- IEP Administrative Designee and the Special Education Case Manager are responsible for identifying IEP dates throughout the school year to meet the needs of the projected IEPs
- Case Manager is responsible for monitoring IEP due dates and scheduling IEPs throughout the year-it is recommended that all IEPs for current caseloads be scheduled at the end of each school year and revised in the Fall
- Case Manager is responsible completing Notice of Meeting, notifying parents, and ensuring all Team Members are notified of the meeting via Calendar invite at least 2 weeks prior to the date of the meeting

Home School Students

- Special Education Department will provide each Home School Directors/Administrators/Designees with the projected number of IEPs due for each month. The report will be sorted by area based on current enrollment, prior to the end of the school year-update. This report will be provided within the first month of the school year, and will be updated monthly throughout the school year.
- Home School Directors/Administrators/Designees will identify IEP dates throughout the school year to meet the needs of the projected IEPs and provide list of available dates to Special Education Department
- Special Education Administrative Support Staff will develop Master IEP Calendar for Home School students and schedule all IEPs by June 30 of each school year and will revise by September 30
- Special Education Administrative Support Staff will send tentative calendar invites once schedule is finalized
- Special Education Department will monitor student enrollment and revise IEP schedule as needed
- Special Education Administrative Support Staff will send final calendar invitation to all Team Members least 2 weeks prior to the IEP meeting
- Case Manager is responsible for completing Notice of Meeting and notifying parents of the date of the meeting

In the event Administrative Support is needed from Special Education Department, Case Manager should contact the Special Education Department at 951-225-7731 at least 2 weeks prior to the meeting date to request assistance. Special Education Administrative Support staff will notify Special Education Director or Designee of the need and an available Administrator will be assigned.

Appendix B

Obtaining Signatures for IEP

SCS expects that IEP meetings will be held in person whenever feasible. In general, the Admin Designee, Parent, Student (when appropriate), general education teacher, and special education teacher are to be present in the same room. Related service providers and assessors may call in to the meeting, with prior notification and agreement of the parent, when scheduling prohibits attendance. IEP Excusal Form should be used to document parent notification and agreement of teleconference participation. In the event members must participate via teleconference, the following guidelines must be followed to ensure all appropriate signatures are obtained:

- Case manager (CM) is responsible for identifying if all team members will be physically present at the IEP.
- If a team member will be calling in or the IEP meeting will be held via teleconference, the CM will confirm parent is aware and in agreement prior to the IEP meeting.
- In the meeting notes, document if an individual is attending via phone, or if the meeting is being held via teleconference. Place in parenthesis next to the team member name (by phone).
- CM will obtain parent signature and signature of those team members present, upload signature page into SEIS, and include in the packet to be sent in to the SpEd office.
- CM documents in SEIS the parent signature is present.
- Each IEP team member NOT in person at the IEP meeting, will download the signature page, sign, upload into SEIS, mail in to Special Education office, and inform CM when completed.
- CM is responsible to oversee all signatures have been uploaded and sent in to the Special Education office.

Parent Signature

- If IEP is sent home for parent signature, process for IEP team members not present is the same; however, CM is responsible for following up with parent to ensure parent signature is obtained in a timely manner (within 1 to 2 weeks, maximum).
- CM needs to document the attempts to obtain signature, which may include sending an additional copy of the IEP home, setting up a meeting for parent to sign, etc.
- Include the ES/TOR in the attempts to obtain a signature.
- Remember, new goals, services etc. cannot be implemented until IEP is signed and returned to Springs Charter.
- If CM is unable to obtain signatures, CM is to inform Special Education Director of inability to obtain signature.
- Once IEP has been signed by parent, CM is responsible for changing SEIS to reflect the receipt of parent signature.

Appendix C
Interim IEP Placement Process
For New Springs Students with IEPs

1. Once a new student with an IEP has signed the Student Agreement, the ES, TOR, or designee will notify the Special Education department at special.education@springscs.org or via a secure internet site. The notification will include the student name, parent name and contact information, the program that the student has enrolled in, and the start day as noted on the Student Agreement. The email will also indicate if a copy of the IEP was provided or not, and the location of the IEP.
2. Enrollment staff may either upload a copy of the IEP that the parent provided into OASIS, or attach to the enrollment notification email with parent permission.
3. Special Education staff will contact parent within 24 hours to let them know the enrollment has been received and the IEP is being reviewed.
4. If IEP is not provided by parent, Special Education Administrative Support Staff will contact the previous district within 24 hours via phone/fax/e-mail or through SEIS to obtain copy of the IEP.
5. Special Education Administrative Support Staff will notify Director of Special Education or Designee of the new student and provide copy of the IEP.
6. When school is in session:
 - Director of Special Education or Designee will review IEP and contact parents within 48 hours of receipt to determine appropriate comparable services and placement for the Interim placement period.
 - Upon verification of special education services, student will be enrolled in the appropriate program
 - If there is a delay of more than 48 hours in receiving verification of special education services, the student will be enrolled as a General Education student.
 - Upon verification of special education services, the student's services will be implemented
 - If records are not received within 30 days, an assessment plan may be developed if there are any areas of suspected disabilities.
 - Special Education Administrative Support Staff will maintain contact with parent and the school site to provide updates on the progress.
7. When school is not in session:
 - Director of Special Education or Designee will review IEP and contact parents within 2 weeks to determine appropriate comparable services and placement for the Interim placement period.
 - All services will be in place and determined by the first day of the new school year.
 - If verification of Special Education services is not received before the start of the school year, the student will be enrolled as a General Education
 - Upon verification of special education services, student will be enrolled in the appropriate program
 - Upon verification of special education services, the student's services will be implemented
 - If records are not received within 30 days, an assessment plan may be developed if there are any areas of suspected disabilities.
 - Special Education Administrative Support Staff will maintain contact with parent and the school site to provide updates on the progress
8. Director of Special Education or Designee will assign Case Manager and contact Case Manager and Principal once placement is determined for processing of Interim Placement documentation, including 30 day due date for Interim Placement meeting.
9. In the event student is to be placed in program outside of SCS (RCOE class, NPS, etc.), placement decisions will be made within the timelines listed above; however, the actual start date of the student will be determined by the enrollment process of the receiving program.

10. Interim Placement form will be completed by Case Manager unless otherwise instructed by Director of Special Education or Designee.
- Academy Students: Interim Placement form should be signed by parent and Site Principal and scanned to secure internet site or emailed with written parent permission to special.education@springscs.org
 - Home School Students: Interim Placement form should be signed by parent and scanned to secure internet site or emailed with written parent permission to special.education@springscs.org for signature of Director of Special Education or Designee
 - Special Education Administrative Support Staff will complete data entry to SEIS and/or OASIS, upload to SEIS and place hard copy in Student's file
11. Case Manager is responsible for scheduling IEP within 30 calendar days of the first day of attendance.
12. Scheduling the Meeting
- Academy Students:
 - Case Manager is responsible for completing Notice of Meeting, notifying parents, and ensuring all Team Members are notified of the meeting within 1 week of the first day of attendance to ensure availability of all required Team Members
 - Home School Students:
 - Case Manager is responsible for contacting Special Education Administrative Support Staff to schedule the meeting within 1 week of the first day of attendance to ensure availability of all required Team Members
 - Special Education Administrative Support Staff will send calendar invitation to all Team Members based on IEP Calendar dates available within the 30 day requirement
 - Case Manager is responsible for completing Notice of Meeting and notifying parents of the date of the meeting

Special Notes

- School staff may contact the Special Education Reception Department at 951-225-7731 or via email at special.education@springscs.org during the enrollment process with any questions.

Appendix D: Compliance Monitoring Tool

| Student Name | Auditor Name |
|---|---------------|
| INTERIM COMPLIANCE CHECKLIST | Date: |
| Enrollment | |
| Interim Placement Form | Yes No |
| Date of: <input type="radio"/> 30 day IEP Meeting <input type="radio"/> 30 day/Annual IEP Meeting <input type="radio"/> Amendment | Yes No |
| Copy of Notice of Meeting if : <input type="radio"/> 30 day IEP Meeting <input type="radio"/> 30 day/Annual IEP Meeting | Yes No |
| Copy of Signature Page | Yes No |
| INITIAL COMPLIANCE CHECKLIST | Date: |
| Parent/RTI Request for Assessment | |
| Copy of Parent/RTI Request for Assessment | Yes No |
| PWN/AP (w/in 15 days of request) | Yes No |
| Date of Receipt of Signed AP (if no rec'd stamp, date of parent sig) | Yes No |
| Copy of Notice of Meeting | Yes No |
| Copy of Initial IEP (w/in 60 days of Signed AP) | Yes No |
| If SLD: Copy of Team Determination of Eligibility w/signature | Yes No |
| Copy of Signature Page (w/ Parent Signature) | Yes No |
| Copy of Team Member Excusal (if applicable) | Yes No |
| Copy of all assessment reports (i.e. Psych, OT, SLP,) | Yes No |
| Testing Protocols | Yes No |
| Copy of Amendments (if applicable) | Yes No |
| ANNUAL COMPLIANCE CHECKLIST | Date: |
| Notice of Meeting | Yes No |
| Copy of Annual IEP (w/in 12 months of prior IEP) including Progress Reports | Yes No |
| Copy of Signature Page (w/ Parent Signature) | Yes No |
| Copy of Team Member Excusal | Yes No |
| PARENT REQUEST FOR AN IEP MEETING | Date: |
| Date of Written Request from Parent | Yes No |
| Date of Notice of Meeting | Yes No |
| Copy of IEP (held w/in 30 days of request) | Yes No |
| Copy of Signature Page (w/ Parent Signature) | Yes No |
| TRIENNIAL COMPLIANCE CHECKLIST | Date: |
| Copy of Signed AP | Yes No |
| Copy of Notice of Meeting | Yes No |
| Copy of Triennial IEP (w/in 36 months of prior IEP) including Progress Reports | Yes No |
| If SLD: Copy of Team Determination of Eligibility w/signature | Yes No |
| Copy of Signature Page (w/ Parent Signature) | Yes No |
| Copy of Team Member Excusal (if applicable) | Yes No |
| Copy of all assessment reports (i.e. Psych, OT, SLP) | Yes No |
| Testing Protocols | Yes No |
| Copy of Amendments (if applicable) | Yes No |
| NOTES: | |
| | |
| | |

School Year: _____



Course Availability Subject to Enrollment - Homeschool/Keys/Venture order through Bookmart.

| CTE Year-Long High School Courses for the 2017 -2018 School Year | |
|---|---|
| Courses must be taken in sequential order | |
| Transportation Industry Sector | |
| Systems Diagnostics, Service & Repair Pathway | |
| Course Title | Course Location |
| CTE Small Engine Maintenance & Repair (Foundational) | Pathfinder SC, Temecula Facilities |
| CTE Maintenance & Repair Vehicle Systems (Concentrator) | Pathfinder SC, Temecula Facilities |
| CTE Maintenance Control Center Operations (Capstone) | Pathfinder SC, Temecula Facilities |
| Health Science and Medical Technology Industry Sector | |
| Healthcare Administrative Workers Pathway | |
| Course Title | Course Location |
| CTE Medical Terminology (Foundational) | Online, Hemet SC, Magnolia SC, Temecula SC |
| CTE Medical Front Office (Concentrator) | Online, Hemet SC, Magnolia SC, Temecula SC |
| CTE Medical Billing & Coding (Capstone) | Online, Hemet SC, Magnolia SC, Temecula SC |
| Patient Care Pathway | |
| Course Title | Course Location |
| Anatomy & Physiology w/ Lab (P) (Foundational) (includes mandatory monthly labs) | Online, Hemet SC, Magnolia SC, Temecula SC |
| CTE Kinesiology (Concentrator) | Online, Hemet SC, Magnolia SC, Temecula SC |
| CTE Treatment & Care (Capstone) | Hemet SC, Magnolia SC, Temecula SC |
| Engineering & Architecture Industry Sector | |
| Engineering Technology Pathway | |
| Course Title | Course Location |
| CTE Engineering Essentials (Foundational) | Hemet SC, Magnolia SC, Temecula SC |
| CTE Electrical & Computer Engineering (Concentrator) | Hemet SC, Magnolia SC, Temecula SC |
| CTE Mechanical Engineering w/ CAD (Capstone) | Hemet SC, Magnolia SC, Temecula SC |
| Business & Finance Industry Sector | |
| Business Management Pathway | |
| Course Title | Course Location |
| CTE Introduction to Business (Foundational) | Online, Hemet SC, Pathfinder SC, Temecula Facilities, Temecula SC |
| CTE Marketing & Advertising (Concentrator) | Online, Hemet SC, Pathfinder SC, Temecula Facilities, Temecula SC |
| CTE Business Management (Capstone) | Online, Hemet SC, Pathfinder SC, Temecula Facilities, Temecula SC |
| Arts, Media & Entertainment Industry Sector | |
| Media & Design Arts Pathway | |
| Course Title | Course Location |
| CTE Introduction to Photography (Foundational) | Online, Hemet SC, Pathfinder SC, Temecula SC |
| CTE Digital Art & Design (Concentrator) | Online, Hemet SC, Pathfinder SC, Temecula SC |
| CTE Video Production (Capstone) | Online, Hemet SC, Pathfinder SC, Temecula SC |

| | |
|---|---|
| | |
| Game Design Pathway | |
| Course Title | Course Location |
| CTE Introduction to Game Design (Foundational) | Online, Hemet SC, Magnolia SC, Temecula Robotics |
| CTE Intermediate Game Design (Concentrator) | Online, Hemet SC, Magnolia SC, Temecula Robotics |
| Public Services Industry Sector | |
| Public Safety Pathway | |
| Course Title | Course Location |
| CTE Public Safety 1 (Foundational) | Online, Hemet SC, Pathfinder SC, Temecula SC |
| CTE Enforcement Agencies and Procedures (Concentrator) | Online, Hemet SC, Pathfinder SC, Temecula SC |
| Information & Communication Technologies Industry Sector | |
| Information Support & Services Pathway | |
| Course Title | Course Location |
| CTE PC Essentials (Foundational) | Online |
| CTE Desktop Professional (Concentrator) | Online |
| CTE Computer Systems and Technologies (Capstone) | Online |
| Networking Pathway | |
| Course Title | Course Location |
| CTE PC Essentials (Foundational) | Online |
| CTE Networking Fundamentals (Concentrator) | Online |
| CTE PC Security (Capstone) | Online |
| Education, Child Development & Family Services Industry Sector | |
| Family and Human Services Pathway | |
| Course Title | Course Location |
| CTE Human Development (Foundational) | Online, Hemet SC, Magnolia SC, Temecula SC |
| Hospitality, Tourism and Recreation Industry Sector | |
| Hospitality, Tourism and Recreation Pathway | |
| Course Title | Course Location |
| CTE Hospitality, Tourism & Recreation (Foundational) | Online, Hemet SC, Pathfinder SC, Temecula SC |
| Work Experience Education (WEE) | |
| Course Title | Course Location |
| Exploratory Work Experience Education | Online, Hemet SC, Magnolia SC, Pathfinder SC, Temecula SC |
| Internship (EWEE) 1 / 2 / 3 | |
| General Work Experience Education <i>Students with paying jobs; must be at least 16 yrs. Old</i> | Online, Hemet SC, Magnolia SC, Pathfinder SC, Temecula SC |
| Internship/Work Experience Education (GWEE) 1 / 2 | |

Course Locations:

Hemet Student Center
105 North Girard Street
Hemet, CA 92544

Magnolia Student Center
4020 Jefferson Street
Riverside, CA 92504

Pathfinder Student Center
4260 Tequesquite Avenue
Riverside, CA 92501

Temecula Student Center
43040 Margarita Road
Temecula, CA 92592

Temecula Facilities
43174 Business Park Drive
Temecula, CA 92590

Temecula Robotics
43218 Business Park Dr., Ste. 107
Temecula, CA 92590

3565594

CERTIFICATE OF AMENDMENT OF
ARTICLES OF INCORPORATIONFILED *lyw*
Secretary of State
State of California *LM*

FEB 28 2017

1 CC

The undersigned certifies that:

1. They are the President and the Secretary of Harbor Springs Charter School, a California nonprofit public benefit corporation.
2. Article Two of the Articles of Incorporation of this corporation is amended to read as follows:


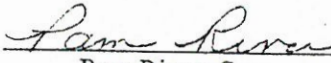
This Corporation is a Nonprofit Public Benefit Corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public purposes.

The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools, including, but not limited to, Harbor Springs Charter School, Vista Springs Charter School, Otay Springs Charter School, Bay Springs Charter School and Pacific Springs Charter School.

Springs Charter Schools, Inc. a California nonprofit public benefit corporation, is the sole statutory member of this corporation. There are no other members.

3. The foregoing amendment of the Articles of Incorporation have been duly approved by the board of directors.
4. The foregoing amendment has been duly approved by the required vote of the sole member.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

DATE: 2-16-17
Kathleen Hermsmeyer, PresidentDATE: 2-16-17
Pam Rivas, Secretary



I hereby certify that the foregoing
transcript of 1 page(s)
is a full, true and correct copy of the
original record in the custody of the
California Secretary of State's office.

MAR 01 2017

Date: _____

Alex Padilla

ALEX PADILLA, Secretary of State

KM

BYLAWS
OF
HARBOR SPRINGS CHARTER SCHOOL
(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is Harbor Springs Charter School.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is located in the City of Temecula, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws by amending this Section to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools, including, but not limited to, Harbor Springs Charter School, Vista Springs Charter School and Otay Springs Charter School. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This Corporation’s assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any Director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI MEMBERSHIP

Section 1. SOLE STATUTORY MEMBER. Unless and until these bylaws are amended to provide otherwise, Springs Charter Schools, Inc., a California nonprofit public benefit corporation, shall be the sole statutory member of this Corporation (the “Statutory Member”) as the term “member” is defined in Section 5056 of the California Nonprofit Corporation Law. The membership of the Statutory Member in the corporation is not transferable.

Section 2. ASSOCIATES. Nothing in this Article VI shall be construed as limiting the right of the Corporation to refer to persons associated with it as “members” even though such persons are not members of the Corporation, and no such reference shall make anyone a member within the meaning of Section 5056 of the California Nonprofit Corporation Law, including honorary or donor members. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote. The Corporation may confer by amendment of its Articles of Incorporation or these Bylaws some or all of the rights of a member, as set forth in the California Nonprofit Corporation Law, upon any person who does not have the right to vote for the election of Directors, on a disposition of substantially all of the corporation’s assets, on the merger or dissolution of it, or on changes to its Articles of Incorporation or Bylaws, but no such person shall be a member within the meaning of Section 5056. The Board may also, in its discretion, without establishing memberships, establish an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support the corporation.

Section 3. RIGHTS OF STATUTORY MEMBER. The Statutory Member (as defined

in Section 5056 of the California Nonprofit Public Benefit Corporation Law) shall have the right, as set forth in these Bylaws, to elect or appoint members of the Board of Directors, to remove members of the Board of Directors, to vote on the disposition of all or substantially all of the Corporation's assets, to vote on any merger and its principal terms and any amendment of those terms, and to vote on any election to dissolve the Corporation, and as otherwise required under the California Nonprofit Public Benefit Corporation Law and/or set forth in these Bylaws.

ARTICLE VII BOARD OF DIRECTORS

Section 1. **GENERAL POWERS.** Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board"). The Board may delegate the management of the Corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. **SPECIFIC POWERS.** Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal.

Section 3. **DESIGNATED DIRECTORS AND TERMS.** The number of Directors shall be no less than three (3) and no more than seven (7), unless changed by amendments to these bylaws. Board members shall be members of one of the following two groups: parents or community members. Board members must reside in San Diego County or in a contiguous county where HSCS students are served. All Directors shall be nominated by the Board, with nominations submitted to the Statutory Member, and appointed only with the written approval of the Statutory Member. In accordance with California Education Code Section 47604(b), the granting authority has a right to appoint a representative to the Board. If the granting authority appoints a representative, the Board shall have the right to appoint an additional Board Director to maintain an odd number of Directors.

Each director shall hold office unless otherwise removed from office in accordance with

these bylaws for three (3) years and until a successor director has been designated and qualified. Directors may serve no more than two (2) consecutive terms. Each Director must be reappointed to the Board by the last meeting of the fiscal year when their first term ends.

Section 4. **RESTRICTION ON INTERESTED PERSONS AS DIRECTORS.** No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Director as Director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person.

Section 5. **DIRECTORS' TERM.** Director shall hold office for three (3) years and until a successor Director has been designated and qualified.

Section 6. **RESTRICTION ON BOARD AUTHORITY.** The Board shall not, without the prior written approval of the Statutory Member, authorize or direct any officer of the corporation to perform or commit any of the following acts:

- a. Approve the sale, lease, conveyance, exchange, transfer, or other disposition of all or substantially all of the assets of the corporation;
- b. Approve the principal terms of a merger of the corporation with another organization;
- c. Approve the filing of a petition for the involuntary dissolution of the corporation if statutory grounds for such dissolution exist;
- d. Approve the voluntary dissolution of the corporation or the revocation of such an election to dissolve it;
- e. Approve, repeal or amend the Bylaws; or
- f. Appoint or remove any member of the Board of Directors.
- g. Seek a material amendment to the charters of the schools operated by the Corporation pursuant to Education Code section 47607. The Board may not make any material amendments to the charters of the schools operated by the Corporation at any time, including, but not limited to, before submission of the charters to the granting authorities or upon renewal, without the prior written approval of the Statutory Member.

Section 7. **EVENTS CAUSING VACANCIES ON BOARD.** A vacancy or vacancies on the Board shall occur in the event of (a) the death, resignation, or removal of any Director; (b) the declaration by resolution of the Board of a vacancy in the office of a Director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit

Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of Directors; or (d) the failure of the Statutory Member to appoint the number of Directors required.

Section 8. RESIGNATION OF DIRECTORS. Except as provided below, any Director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board as a whole. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective.

Section 9. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no Director may resign if the corporation would be left without a duly elected Director or Directors.

Section 10. REMOVAL OF DIRECTORS. A Director may only be removed by action of the Statutory Member. The Statutory Member may remove a Director with or without cause.

Section 11. VACANCIES FILLED BY STATUTORY MEMBER. Vacancies on the Board of Directors shall be filled by approval of the Statutory Member.

Section 12. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of Directors shall not result in any Directors being removed before his or her term of office expires.

Section 13. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings may be held at the principal office of the Corporation. Additionally, the Board of Directors may designate that a meeting be held at any place within San Diego County or adjacent counties that has been designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act ("Brown Act"), California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 14. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. Prior written notice of all meetings shall be provided to the Statutory Member.

The Board shall meet annually for the purpose of organization and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board or in the notice of the meeting in accordance with the Brown Act.

Section 15. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least seventy-two (72) hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 16. SPECIAL MEETINGS. Special meetings of the Board for any purpose may be called at any time by the Chairman of the Board, if there is such an officer, or a majority of the

Board of Directors. If a Chairman of the Board has not been elected then the President of the Corporation is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 17. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board may be held only after at least twenty-four (24) hours' notice is given to the public through the posting of an agenda. Directors and the Statutory Member shall be notified of special meetings in the following manner:

- a. Any such notice shall be addressed or delivered to each Director at the Director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the Director for purposes of notice.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means (including email) to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 18. QUORUM. A majority of the Directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote based upon the presence of a quorum. Should there be less than a majority of the Directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

Section 19. TELECONFERENCE MEETINGS. Members of the Board may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board shall participate in the teleconference meeting from locations within San Diego County and adjacent counties;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

- d. All locations where a member of the Board participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda¹;
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Section 20. ADJOURNMENT. A majority of the Directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the Directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

Section 21. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as Directors or officers and may only receive such reimbursement of expenses as the Board may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 22. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the Directors then in office, may create one or more committees, each consisting of two or more Directors and no one who is not a Director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of Directors. The Board may appoint one or more Directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the Statutory Member or Board of Directors;
- b. Fill vacancies on the Board or any committee of the Board;
- c. Fix compensation of the Directors for serving on the Board or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board that by its express terms is not so

¹ This means that members of the Board who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

amendable or subject to repeal;

- f. Create any other committees of the Board or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for Director if more people have been nominated for Director than can be elected; or
- h. Approve any contract or transaction to which the corporation is a party and in which one or more of its Directors has a material financial interest.

The Board may also create one or more advisory committees composed of Directors and non-Directors. It is the intent of the Board to encourage participation and involvement of faculty, staff, parents, students, and administrators through attending and participating in committee meetings. The Board may establish, by resolution adopted by a majority of the Directors then in office, advisory committees to serve at the pleasure of the Board.

Section 23. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 24. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 25. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Corporation and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION AND THE BOARD

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Treasurer. The corporation, at the Board's direction, may also have one or more Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws. The Board may also appoint a Chairman of the Board and a Vice-Chair. The corporate officers in addition to the corporate duties set forth in this Article VIII may also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be

held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation shall be chosen annually by the Board and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board may appoint and authorize the Chairman of the Board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board meetings and shall exercise and perform such other powers and duties as the Board may assign from time to time. If there is no President, the Chairman of the Board shall also be the chief executive officer and shall have the powers and duties of the President of the corporation set forth in these bylaws. If a Chairman of the Board is elected, there shall also be a Vice-Chair. In the absence of the Chairman, the Vice-Chair shall preside at Board meetings and shall exercise and perform such other powers and duties as the Board may assign from time to time.

Section 9. PRESIDENT. The President, also known as the Executive Director, shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked a Vice-President designated by the Board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of the Directors or the bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the Directors present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 12. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Treasurer shall send or cause to be given to the Directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any Director at all reasonable times.

The Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

The Corporation shall not enter into a contract or transaction in which a non-Director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

ARTICLE XI LOANS TO DIRECTORS AND OFFICERS

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** This Corporation shall not lend any money or property to or guarantee the obligation of any Director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a Director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that Director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XII INDEMNIFICATION

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, this corporation shall indemnify its Directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any “proceeding,” as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. “Expenses,” as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII INSURANCE

Section 1. **INSURANCE.** This Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its Directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any Director, officer, employee, or agent in such capacity or arising from the Director’s, officer’s, employee’s, or agent’s status as such.

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** This Corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board,

- c. which shall also be promptly provided to the Statutory Member; and
Such reports and records as required by law.

ARTICLE XV INSPECTION RIGHTS

Section 1. **RIGHT TO INSPECT.** The Statutory Member and every Director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the Statutory Member or Director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the corporation, the Statutory Member and any Director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the Statutory Member interest as a Statutory Member or Director's interest as a Director. Any such inspection and copying may be made in person or by the Statutory Member or Director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the Directors at all reasonable times during office hours.

ARTICLE XVI REQUIRED REPORTS

Section 1. **ANNUAL REPORTS.** The Board of Directors shall cause an annual report to be sent to the Statutory Member and itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and

- f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. The Corporation shall comply with the provisions of California Corporations Code section 6322.

ARTICLE XVII BYLAWS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws, except that the following bylaws provisions may not be amended or repealed without the prior approval of the Statutory Member: Article VI; Article VII, Sections 3,6,7,10, 11, 14, and 17; and Articles XIV-XVII.

Further, no amendment shall make any provisions of these Bylaws inconsistent with the charters of the charter schools operated by the Corporation, the Corporation's Articles of Incorporation, or any applicable laws.

Section 2. BYLAWS EFFECTIVE. These Bylaws shall not be effective until approved by the Statutory Member.

ARTICLE XVIII FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

Subject: Conflict of Interest Code
Effective Date: February 27, 2013
Revised Date: March 13, 2014
Approved By: Board of Directors (Harbor Springs Charter School)
Policy: 7003.1

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., Harbor Springs Charter School hereby adopts this Conflict of Interest Code which shall apply to all governing board members, candidates for members of the governing board, and all other designated employees of Harbor Springs Charter School, as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be “designated employees.” The designated positions are listed in “Exhibit A” attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members and candidates for election and/or appointment to the governing board, shall file a Statement of Economic Interest (“Statement”) at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee’s position is assigned in “Exhibit A.”

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participate in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in “Exhibit B.”

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School’s filing

officer shall make and retain a copy and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Superintendent, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall then refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) **and** comply with any applicable provisions of the Charter School bylaws.

EXHIBIT A

Designated Positions

- I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in “Exhibit B” (i.e. categories 1, 2, and 3).
 - A. Members of the Governing Board
 - B. Candidates for Members of the Governing Board
 - C. Corporate Officers (Chair, Treasurer, Secretary)
 - D. Superintendent of Charter School
 - E. Assistant Superintendent of Business & Administrative Operations
 - F. Assistant Superintendent of Pupil Services
 - G. Assistant Superintendent of Education – Personalized Learning
 - H. Assistant Superintendent of Education – Academies
 - I. Assistant Superintendent of Personnel
 - J. Assistant Superintendent of Facilities & IT
 - K. Consultant: Delta Managed Solutions, LLC
 - L. Facilities Project Manager
 - M. Facilities General Contractor

- II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 1 of “Exhibit B.”
 - A. Controller

- III. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of “Exhibit B.”
 - A. Site Directors
 - B. Program Directors (Homeschool, Keys, Learning Centers)
 - C. Administrative Directors (Special Education, Guidance/Intake, Instructional Support, Charter Relations)
 - D. Director of Student Records
 - E. Risk Manager
 - F. Educational Activities Coordinator
 - G. Field Trip Coordinator
 - H. Assistant Director of Business & Administrative Operations
 - I. Data Analyst

EXHIBIT B

Disclosure Categories

Category 1 Reporting:

- A. Interest in real property which is located in whole or in part either (1) within the boundaries of the county, or (2) within two miles of the boundaries of the county, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property, if the fair market value of the interest is greater than \$1,000.

(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a ten percent interest or greater.)

- B. Investments in or income from persons or business entities which are contractors or sub-contractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the county.

- C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the county.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

(No investment or interest in real property is reportable unless its fair market value exceeds \$1,000. No source of income is reportable unless the income received by or promised to the public official aggregates \$250 or more in value or \$50 or more in value if the income was a gift during the preceding 12-month reporting period.)

Category 2 Reporting:

- A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Director. Investments include interests described in Category 1.

Category 3 Reporting:

- A. Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Director. Investments include the interests described in Category 1.



Subject: Student Suspension & Expulsion
Policy: 5015.1

Governing Law: The procedures by which pupils can be suspended or expelled—California Education Code Section 47605 (b) (5) (J)

This Student Suspension and Expulsion Policy (hereafter “Policy”) has been established in order to promote learning and protect the safety and well-being of all students at the charter school. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the school’s policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments conform to legal requirements.

School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension, and expulsion. It is the intent of the school to administer even-handed discipline and use alternative means of discipline that are “age appropriate and designed to address and correct the pupil’s specific misbehavior” in lieu of suspension and expulsion (AB 1729). Alternative means of discipline include but are not limited to, conferences between school personnel, parents, and the pupil, study teams, and participation in a restorative justice program, among others (AB 1729).

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request from the Administration Office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom school staff has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The school will follow Section 504, the IDEA, and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at anytime including but not limited to:

- a) While on school grounds
- b) While going to or coming from school
- c) During the lunch period, whether on or off the school campus
- d) During, going to, or coming from a school-sponsored activity

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.

- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:

- (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee’s concurrence.

3. Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.

- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether

written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Superintendent or the Superintendent's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Superintendent or designee.

The conference may be omitted if the Superintendent or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed

on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Superintendent or Superintendent's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Superintendent or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Superintendent or designee determines that the Pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the

Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person or panel conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining

witness.

5. The person or panel conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person or panel conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Superintendent or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Superintendent or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. Right to Appeal

The student or the parent/guardian is entitled to file an appeal of the decision of the Governing Board for an expulsion or a suspended expulsion to the County Board of Education (RCOE). The appeal must be filed within 30 calendar days following the decision of the Governing Board to expel the student.

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Superintendent or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Superintendent or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities**1. Notification of SELPA**

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the

same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Superintendent or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

**MEMORANDUM OF UNDERSTANDING
BETWEEN
RIVER SPRINGS CHARTER SCHOOL
EMPIRE SPRINGS CHARTER SCHOOL
HARBOR SPRINGS CHARTER SCHOOL
CITRUS SPRINGS CHARTER SCHOOL**

This Agreement (or “Memorandum of Understanding” or “MOU”) is executed by and between River Springs Charter School (“RSCS”), Empire Springs Charter School (“ESCS”), Harbor Springs Charter School (“HSCS”), and Citrus Springs Charter School (“CSCS”).

NOW, THEREFORE, in consideration of the promises and the mutual covenants and agreements herein set forth, RSCS, ESCS, HSCS, and CSCS do hereby agree as follows:

AGREEMENTS:

I. TERM AND RENEWAL

- A. This Agreement shall commence on the date upon which it is fully executed by all parties.
- B. Any modification of this Agreement must be in writing and executed by duly authorized representatives of all parties specifically indicating the intent of the parties to modify this MOU and ratified by each Governing Board.
- C. This MOU will continue in effect until mutually modified in writing except that the MOU shall terminate upon the expiration, rescission, or revocation of any Charter.
- D. To the extent that this Agreement is inconsistent with any of the terms of any Charter, the Charter document shall supersede the terms of this Agreement, and all Parties shall meet to amend the Agreement to achieve consistency.

II. LEGAL RELATIONSHIP

- A. The Parties recognize that each Charter School is a separate legal entity. Each Charter School shall be operated as a non-profit public benefit corporation as defined in California Corporations Code and referenced under Education Code Section 47604. No party shall be responsible for the debts or obligations of the other.

III. INTERDEPENDENT SERVICES

- A. All charters recognize that they may receive services from/provide services to/from each of the other charters. If shared services are required, the Superintendent is given this authority, without Board approval. Shared services will be shown in all regularly scheduled finance updates/budget approvals. Any shared services will be pre-paid by the receiver with an itemized bill each month deducting from the credit. Annual service costs will be reconciled on July 15th, prior to the close of books for the fiscal year.
- B. Materials for homeschool students – Bookmart. As a warehouse, Bookmart supplies new and used books and materials to students at RSCS. ESCS, HSCS, and CSCS will use these services as a part of the independent contract above. Books/materials/technology will be charged separately based on actual use as follows: New items will be charged back to the Charter at 50% cost (cost of book, plus shipping, handling, and tax per vendor-invoiced amounts). Used books will be charged at 25% the retail cost of the item only (half of the used rate posted on Bookmart). The book cost includes packing materials. Shipping costs are paid separately by each charter school. Calculations for books/materials/technology will be completed and billed each quarter. Invoice terms are Net 30.

IV. INDEPENDENT SERVICES/CONTRACTS

- A.** Each Charter will be contracted/obligated/charged and will pay independently and directly for everything not listed in the Section III or on separate agreement(s). With the exception of Section III, each charter is liable for their staffing, benefits, materials, operations, loan costs, and any other costs incurred by the Charter.

V. SENIOR LEADERSHIP

- A.** Senior Leadership will be shared by RSCS, ESCS, HSCS, and CSCS, plus any additional charters affiliated with the cooperative Springs Charter Schools. The amount of their part-time status will be the same percent indicated in the Superintendent's contract and will be shown on the Board-approved Preliminary Budget. The portion of the Senior Leadership's salaries and benefits will be proportionately shared in conjunction with salary. Senior Leadership benefits will be held by RSCS, however the total employee package (salaries, benefits, etc.) will be paid by all schools according to their part-time status. Senior Leadership is defined as follows: the Assistant Superintendent of Administrative Operations, Assistant Superintendent of Business, Assistant Superintendent of Personnel, Assistant Superintendent of Pupil Services, Assistant Superintendent of Education – Academies, Assistant Superintendent of Education – Homeschool/Personalized Learning, and the Assistant Superintendent of IT/Facilities.
- B.** The Superintendent's contract will be approved by each Charter's Board of Directors separately.

VI. ON-LOAN EMPLOYEES

- A.** Excluding Supervising Teachers who must be employed by each school for which they work pursuant to Education Code § 51747.5, RSCS, ESCS, HSCS, and CSCS understand that some employees may complete tasks for all entities as required by job duties.

VII. LEGAL SERVICES

- A.** Each Charter School will be responsible for procuring its own legal counsel and the costs of such service.

VIII. SEVERABILITY

- A.** The terms of this MOU are severable. The Schools agree to meet to discuss and resolve any issues or differences relating to provisions in a timely, good faith fashion. In the event of any dispute, claim, question, or disagreement arising from or relating to this Agreement or the breach thereof, the parties hereto shall use their best efforts to settle the dispute, claim, question, or disagreement. To this effect, they shall consult and negotiate with each other in good faith and, recognizing their mutual interests, attempt to reach a just and equitable solution satisfactory to both parties. If they do not reach such solution within a period of 60 days, then, upon notice by any party to the other, all disputes, claims, questions, or differences shall be finally settled by arbitration administered by the American Arbitration Association in accordance with the provisions of its Commercial Arbitration Rules.

IX. NOTIFICATION

- A.** All notices, requests, and other communications under this Agreement shall be in writing and mailed to the proper addresses as follows:
 - For RSCS:
 - Chairman of the Board
 - 43466 Business Park Drive

Temecula, CA 92590

For ESCS:
Chairman of the Board
43466 Business Park Drive
Temecula, CA 92590

For HSCS:
Chairman of the Board
43466 Business Park Drive
Temecula, CA 92590

For CSCS:
Chairman of the Board
43466 Business Park Drive
Temecula, CA 92590

X. ENTIRE AGREEMENT

- A.** This Agreement contains the entire agreement of the parties with respect to the matters covered hereby, and supersedes any oral or written understandings or agreements between the parties with respect to the subject matter of this agreement. No person or party is authorized to make any representations or warranties except as set forth herein, and no agreement, statement, representation, or promise by any party hereto which is not contained herein shall be valid or binding. The undersigned acknowledges that she/he has not relied upon any warranties, representations, statements, or promises by any of the parties herein or any of their agents or consultants except as may be expressly set forth in this Agreement. The parties further recognize that this Agreement shall only be modified in writing by the mutual agreement of the parties.

XI. CHOICE OF LAW

This Agreement shall be governed by and construed in accordance with California law.

Dated: _____

Board Chair, River Springs Charter School

Dated: _____

Board Chair, Empire Springs Charter School

Dated: _____

Board Chair, Harbor Springs Charter School

Dated: _____

Board Chair, Citrus Springs Charter School

Approved and ratified by all parties on or before this ____ day of _____, 2016,
by the Board of Directors of each Charter School by the following vote:

River Springs:

Ayes: _____

Naes: _____

Abstains: _____

| | |
|--|--|
| | <p>Empire Springs: Ayes: _____ Naes: _____ Abstains: _____</p> <p>Harbor Springs: Ayes: _____ Naes: _____ Abstains: _____</p> <p>Citrus Springs: Ayes: _____ Naes: _____ Abstains: _____</p> |
|--|--|



Subject: Independent Study
Effective Date: May 24, 2013
Revised Date: August 15, 2013
Approved By: Board of Directors
Policy: 5006.1

Harbor Springs Charter School ("HSCS" or "School") operations shall be governed by Education Code Section 51745 et seq.

K-12 charter school guidelines for independent study and the applicable provisions of the K-12 State Controller's Audit Guide will be utilized in the annual audit.

For pupils in all grade levels offered by the School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be _twenty (20) school days.

When any pupil fails to complete one assignment during any period of twenty (20) school days, the Superintendent or his or her designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This record shall be maintained for a period of three years from the date of the evaluation and if the pupil transfers to another California public school, the record shall be forwarded to that school.

Procedure

1. A master agreement shall be kept on file for each independent study student for each semester the student attends HSCS that complies with Education Code Section 51747 including but not limited to the following:
 - The manner, time, frequency, and place for submitting a pupil's assignments and for reporting his or her progress.

- The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.
- The specific resources, including materials and personnel, which will be made available to the pupil.
- A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.
- The duration of the independent study agreement, including beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one semester, or one- half year for a school on a year-round calendar.
- A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
- The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
- Each written agreement shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or care giver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.

2. The School will ensure that guidelines of Education Code Section 51745.6 and Title 5 California Code of Regulations Section 11704 are met regarding the ratio of ADA to FTE certificated employees.
3. HSCS will provide resources including, but not limited to, all school personnel, a credentialed teacher, textbooks, computers and software, supplementary materials, educational activities, group courses, and community resources. Highly qualified single subject specialists overseeing high school students will be listed on the Student Agreement.
4. It will be made clear to parents that enrollment in HSCS is voluntary. The student will always be eligible to return to his/her local school district.
5. The appropriately credentialed teacher assigned to supervise independent study will complete attendance records, including contemporaneous records, pursuant to Education Code Section 51747.5 (a) and (b) and Title 5 of the California Code of Regulations Section 11704.



Master Plan for English Learners

Assessment Department

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A Message from the Director

The ultimate goal of Springs Charter Schools' (SCS) English Learner Program is to develop English language literacy in each English learner (EL) as effectively and rapidly as possible so that students experience academic success comparable to native English speakers. SCS recognize that this goal can be accomplished through programs that are ELD standards-based, individualized, and well designed so that students can access the entire curriculum while acquiring English.

The purpose of the Master Plan for English Learners is to serve as a guide to our academic programs in the ongoing development, implementation and assessment of the delivery of instruction for English learners. With a common understanding of the goals and procedures, English learners will receive consistently implemented services designed to meet their academic needs.

Federal case law requires that the main goals of the English Learner Program be to develop in each English learner, fluency in English as effectively and as rapidly as possible, and to develop mastery of the core curriculum comparable to native English speakers. Springs Charter Schools will ensure that students recoup any academic deficits incurred in achieving grade level standards in those areas. In order to achieve these goals, the charter school will:

- Provide all students with the opportunity to participate in high quality curricular activities that address academic standards
- Offer programs based on student need and sound educational pedagogy
- Provide for and honor parent options
- Provide high quality staff development
- Embrace parent involvement in the educational process
- Provide a process for monitoring the effectiveness of the program.

Springs Charter Schools is committed to developing in English Learners academic proficiency in English, academic achievement at parity with native English speakers, a positive self-image, and reclassification to Fluent English Proficient, as well as developing in all students an appreciation of the cultural and linguistic diversity English Learners bring to the community.

Initial Identification

Home Language Survey

At the time of enrollment, all parents fill out a Student Application which includes a Home Language Survey (HLS), which is used to determine the primary language of the student and is on file for each student in the SCS office in the cumulative folder. The application with the home language survey is available in English and Spanish. All students, including English only students, must have a completed HLS on file. Each completed HLS must include a parent's signature and date.

If any of the first three responses on the HLS indicate a language other than English, the student is assessed within thirty days in English listening, speaking, reading, and writing using the California English Language Development Test (CELDT) for the 2017-2018 school year and the English Language Proficiency Test for California (ELPAC) beginning with the 2018-2019 school year. The results of these assessments enable school personnel to determine the English language proficiency level of the student. In addition, the student's information will be reviewed in CALPADS to ensure accuracy of the HLS.

For students who are transferring from a California school district, the application with the HLS will still be administered. However, the only HLS that is valid is the first one ever completed by the parent at the time of initial enrollment in a California school district. For placement purposes while cumulative student records are in transit, the Assessment Department will verify previous English Language status through the California Longitudinal Pupil Achievement Data System (CALPADS). The student's language status, as determined by the **originating** district, shall be honored.

English Language Assessment

The state-approved instrument used for initial language assessment is the California English Language Development Test (CELDT). The assessment determines the student's English language proficiency level (1, 2, 3, 4 or 5). The CELDT test should be given only once for initial identification. Beginning in spring 2018, and each year thereafter the English Language Proficiency Test for California (ELPAC) will be given for annual progress monitoring. Annual progress will be scored based on 4 proficiency levels (Minimally Developed, Somewhat Developed, Moderately Developed, and Well Developed).

The speaking portion of the CELDT and ELPAC are designed to assess the student's oral language proficiency. For all students, the oral portion of the test is administered individually and it is scored as the student responds to each item.

Both tests proceed with the listening, reading, and writing assessment. The listening, reading, and writing portion of the test can be administered as group tests for grades 3-12. Students in grades TK-2 are assessed individually. Scores from each initial test are used to determine the designation of the student as either an English Learner (EL) or the basis for re-designation to Initially Fluent English Proficient (IFEP). Reading and writing scores are not used in determining English Learner status for students in grades TK-1. The assessment shall be conducted by qualified and trained assessors who reports to the SCS Assessment Department.

Test results are recorded on an assessment information sheet and placed in the SCS

cumulative folder. The proficiency level is entered and recorded in the student information system (OASIS) database.

Notification of Assessment Results

Parents are notified in writing in a language they can understand (and orally, if they are unable to understand written communication), of the results of the initial language assessment within 30 days of receipt of the assessment scores. The parent notification includes test results of, English language proficiency (and primary language proficiency as testing resources allow), the programs offered by the school, and the student's initial placement. The notification is provided in English and in Spanish (if applicable). In addition, the Director of Assessment will review monthly CELDT score reports and notify school administrators and teachers of student performance levels.

Documentation

After testing is completed, the following documents are filed in the student's cumulative folder:

- Application including the Home Language Survey (kept with enrollment documents).
- Original language assessment score sheet
- Language assessment results
- Parent Notification form copies
- Transition/reclassification forms

Instructional Program

To ensure that all students have access to core curriculum, instructional programs for English learners are designed to promote the acquisition of high levels of English language proficiency, as well as access to the core curriculum. Depending on the program in which the student is enrolled, this is accomplished through providing English Language Development (ELD) instruction in conjunction with core curriculum instruction, or as a separate daily component if core curriculum instruction occurs in the student's primary language. Academic instruction through English is modified to meet the student's level of language proficiency. Teachers use specialized strategies that enable students to understand, participate in and access the core curriculum. EL students will be placed with teachers or Education Specialists who hold appropriate credential authorizations.

English Language Development (ELD)

English Language Development is a part of each English Learner's instructional program. Each program includes a portion of the day when the focus of instruction is ELD and is geared towards each student's language proficiency level. In order to teach at the proficiency level of each student, teachers may combine or divide their students into homogeneous proficiency groupings.

ELD may be incorporated within the language arts curriculum and is taught daily for a minimum of 20 minutes per instructional day in grades K-12. However, SCS recommends 30 minutes per instructional day.

The ELD curriculum is based on the California English Language Development Standards and will include state-adopted programs, as well as supplemental English Language Development materials.

The state-adopted ELD Standards establish a framework for teachers to follow as they facilitate students' development of the skills necessary to meet the SCS charters' standards in English language arts and the content areas. The ELD standards describe what students should know and be able to do at each of the five levels of English proficiency. By the end of the early-advanced proficiency level, students are expected to be reclassified and meet the same standards that native English speakers are expected to master.

In order to determine the student's annual progress in English, each English Learner is assessed annually with the ELPAC. Additional assessments obtained from the ELA and ELD curriculum, and teacher observations are considered to determine progress aligned to the Catch-up Plan, according to a continuum of skills in the development of English language proficiency.

English Language Development

The ELD Standards provide expectations and achievement at the Emerging, Expanding, and Bridging proficiency levels for EL students. The ELD Standards address skills ELs must acquire in initial English learning in order to enable them to become proficient in English Language Arts. The ELD Standards integrate the Collaborative, Interpretive and Productive functions toward Metalinguistic Awareness and Accuracy of Production. The shared goal is to assist students in developing skills to obtain cognitive academic proficiency in English. ELD can occur in a variety of instructional settings. ELD must be a planned, specific, explicit component of the total education of the EL student, as well as integrated into the ELA curriculum.

The English Language Development component of all instructional program models is research-based, and recognizes that the acquisition of English as a second language is a developmental process. Research recognizes that no two students will develop proficiency in English at the same rate. In most cases, Basic Interpersonal Communication Skills (BICS) appear long before Cognitive Academic Language Proficiency (CALP), and time and opportunity must be allowed for this development to occur. Specific characteristics and behaviors are expected of ELs as they progress through the levels of fluency (Minimally Developed, Somewhat Developed, Moderately Developed, and Well Developed). Teachers use these descriptors to guide lesson planning for the English Learners.

It may take from three to seven or more years to achieve academic English proficiency comparable to that of their native English-speaking peers. Each English Learner will develop at his/her own pace, depending on a multitude of environmental, personality, learning and educational factors.

Various conditions help facilitate second language development. Language is comprehensible to the English Learner when:

- It is in context
- It has real-life purpose
- Prior knowledge is activated
- Background knowledge is developed
- The affective filter is low
- Risk-taking and approximations are encouraged
- Errors are accepted as a part of the acquisition process
- Input is comprehensible through contextualization (e.g. the use of real objects or “realia,” props, visuals, facial expressions, and/or gestures)
- Positive feedback and correction by modeling are used

A number of assessments are used to track each student’s progress through the English Language Development standards. These assessments include, but are not limited to, the following:

- Assessments embedded in textbooks
- Teacher-made assessments aligned with the ELD Standards
- CELDT and ELPAC outcomes
- iReady
- Web-based, ELD-standards based assessments

Access to Core Content Instruction

Springs Charter Schools believes that the best learning occurs when:

- The parent is directly involved in the teaching/learning process
- Learning styles are tailored to each individual student's needs
- One-to-one teaching is the primary arrangement
- Real life "context-based" learning is emphasized
- There is enrichment through field trips, apprenticeships, cooperative classes, and appropriate uses of technology
- Schooling is viewed as one aspect of an education
- The entire community serves as the school campus

Springs strives to uphold parent rights and choice in education. Through choice of curriculum, teachers, and program options, parents can monitor materials that affect their children's attitudes, values, and beliefs.

The strength of Springs Charter Schools lies in our ability to personalize learning that directly meets the specific needs of each student. When designing a course of study for English Learners, our Education Specialist, in conjunction with the parents, designs a program, based on the SCS ELD I Cans and the California ELD standards, to enable English learners to acquire English and learn appropriate academic content. Students enrolled in any of our program models are expected to master the ELD standards and progress toward mastery of SCS student standards in the core academic subject areas. Within a reasonable amount of time, as defined by the Catch-up Plan, students in each program are expected to meet the growth-area goals in English as well as their native languages.

Springs Charter Schools' programs incorporate tutoring, which has been proven to be the most effective teaching strategy available for most students. Tutoring enhances both the tutor's and the student's academic performance and attitude toward subject matter (Cohen, Kulik, and Kulik, 1982; Fager, 1996).

An additional benefit of our program is that it makes use of the parent's intimate knowledge of the student. This understanding helps ensure *Developmentally Appropriate Practice (DAP)*. Teachers must understand and take into account the strengths, interests, and needs of each child, as well as the social and cultural contexts in which a child lives, so that learning can be made meaningful, relevant, and respectful of the child (National Association for the Education of Young Children, 1997).

Other research indicates that the keys to home-schooled students' success involves the following interdependent features (Ray, 2000): (1) "... learning at home becomes an interactive process rather than a series of tasks to be tackled" allowing for complex student-teacher discussion, individualization, the ability to capitalize on teachable moments, and to ensure mastery before moving ahead (Thomas, 1998, p. 127; Tizard and Hughes, 1984); (2) tutoring (which involves concentrated time on task and individualization of curriculum), (3) social capital and value communities, (4) increased academic "time on task", (5) positive, multi-age social interactions, and (6) high parental involvement (Haury and Milbourne, 1999).

The English Learner's progress toward meeting the ELD standards, and the RSCS student standards in the core subject areas, is measured using Multiple Measures and the Catch-up Plan.

Multiple Measures

Springs Charter Schools employs multiple measures to monitor student progress. Twice each year our Assistant Superintendent and Director of Assessment meet with the coordinator of EL services to determine if each EL student is on-target for meeting expectations based on the level of English proficiency at enrollment, and the number of years in the English Learner program. If the ES/teacher, parent, Director of Assessment, or Coordinator of EL services has expressed concerns regarding the student's progress, we implement the Catch-Up Plan to remediate any deficits in the student's academic growth. EL students are also monitored through the RTI process.

Results of these multiple measures are reported through the Personalized Learning Department. When, according to on-going assessments, students are unable to meet interim expectations in academic content, students shall be referred by teachers to receive academic interventions and support that enable them to overcome any academic deficits before they become irreparable. The intervention itself shall directly target the identified academic need. Delivery of the intervention shall be monitored and documented monthly in the anecdotal learning record. The effectiveness of the intervention will then be determined based on student performance on subsequent administrations of the on-going assessments.

(See Appendix for Multiple Measures table.)

Springs Charter Schools' Catch-Up Plan

Due to the one-on-one tutorial nature of our Homeschool program, each student should make at least one year's growth per school year. When we find that students are not meeting expected growth in English, or are sustaining deficits in content areas, we institute our Catch-Up Plan.

The catch-up plan will be instituted for all students who are assessed and found to be one grade- level or more below their expected level in English Language

Development and/or core subjects. A number of diagnostic tools will be used to pinpoint the student's areas of difficulty. The evaluation procedure may include use of the WRAT DIBELS, CAASPP test results, i-Ready, benchmark assessments, teacher observation and evaluation of student work. After the initial identification a student support team, including the teacher/ES, the Coordinator of EL services and the Assistant Superintendent, or designee, will meet to develop a personalized learning plan for the student, which may include modified curriculum, modified teaching methods, and support services.

The students who are not meeting expected growth in learning areas should be assessed three times per year by their teacher to check progress; curriculum will continue to be modified or changed by the Education Specialist and Coordinator of EL services, with regular review and analysis of assessments and regular feedback to the parents. Narrative anecdotal records will be kept monthly, charting student progress toward learning goals. These anecdotal records will be available for review by each member of the support team. The support team will meet at least twice per year to review student progress. If the student does not progress at a steady rate SCS may recommend a transfer to a more traditional school setting.

Interventions used to help students reach grade-level targets include but are not limited to:

- Professional tutoring
- Small group instruction
- Video-based mastery learning
- Modifications of current curriculum
- Changes in curriculum
- Modified and varied teaching methods

English Learners in Special Education

Identification of Bilingual Special Education Students:

Before a student is referred to special education, their level of English proficiency is determined to insure that their acquisition of language skills is not the reason for their poor academic performance. Personnel fluent in a student's native language and familiar with their native culture participate during the Student Study Team process, and during the referral, assessment, and identification processes for determining the eligibility of bilingual special education students.

The LEP/FEP status of a student is used to determine the language in which he/she will be assessed when a formal referral to special education is made. Bilingual personnel are utilized to translate during IEP meetings, and available to transcribe all written documents (assessment reports, IEP forms, Parent Rights and Procedural Safeguards, etc). At all IEP meetings involving second language learners, the IEP and team notes document whether eligible students will be provided special education services in their L-1 or L-2. All goals and objectives for bilingual students are developed in collaboration with CLAD certified general education staff to insure linguistically appropriate goals and objectives are developed, and that the student's second language needs were taken into account when the IEP was developed.

When native speaking personnel cannot be recruited in a specific special education field, bilingual staff members are teamed with CLAD certified English-speaking special education personnel to provide services outlined on the student's IEP.

IEP teams will ensure that each English learner receives appropriate services to develop English proficiency and have equitable access to the full curriculum. Each English learner's IEP shall include linguistically appropriate goals and objectives based on the student's level of English proficiency and based on the ELD standards. Such goals and objectives will fully address ELD and core content instruction. Each IEP shall also clearly delineate the person(s) and/or programs responsible for providing each instructional service. A parental exception waiver is not required for an English learner whose IEP indicates that instructional services will be provided through an Alternative Program.

EL students who have an IEP will have test accommodations available for the CELDT and the ELPAC. These accommodations are determined by the IEP team and include, but are not limited to, dictation of written responses to a scribe, use of assistive devices, Braille versions of the test, and testing over more than one day or in an alternate test environment.

Curriculum

The primary goal of Springs Charter Schools is to maximize learning opportunities for students, and to guarantee that our students can master the necessary skills to succeed in the workplace of today and tomorrow. Springs Charter Schools allows for wide differences in student learning styles, abilities, and interests which are difficult to accommodate in a traditional classroom setting. Unlike a traditional public school, parents work with an Educational Specialist or Teacher of Record to tailor the learning plan to the individual needs of their children. Because of our school's unique system, a "one-size-fits- all" curriculum is not mandated. Through the individually assigned Education Specialist and extensive online information systems, we provide training for our parents in curriculum choices, learning styles, computer literacy and other areas as needed.

Our Education Specialists and Teachers of Record are credentialed teachers who oversee each student's educational progress.

The following is a listing of some of the most popular and widely used curriculum within Springs Charter Schools. This is only a partial listing of the materials available to each family:

| Resource | Description |
|---|--|
| Brain Pop ESL | Web-based, comprehensive English language learning program for teachers and students. Using meaningful content, it teaches English to speakers of other languages by incorporating four essential language skills: listening, speaking, reading, and writing. |
| Raz-Kids ELD | <ul style="list-style-type: none"> • Online learning program for students that builds skills by providing regular contact with clearly spoken and written English, and many opportunities to speak English aloud and answer questions in English. • English oral language models are presented through instruction, vocabulary exercises, story line, and comprehension activities, all with engaging animations. • Students have the opportunity to make oral responses and check the accuracy of their own responses. |
| Vocabulary Teacher's Book of Lists ESL Teacher's Book of Lists Reading Teacher's Book of Lists | Teacher reference with comprehensive word lists used to build vocabulary and support development of reading and grammar skills. |
| Pay Attention Please Listen, Look, and Do, Laugh and Learn Grammar | Supplemental teaching books to teach listening skills and build vocabulary through fun, interactive activities and lessons. |
| ELD and Vocabulary Canvas Course | Online resource created by Springs staff that includes helpful tips, teaching resources, instructional strategies, and contacts to further support ELD instruction. |
| Houghton-Mifflin ELL manual | Supplemental manual used to support English Learners with the stories and skills taught in the Reading Anthology. Includes vocabulary resources, small group activities, and fluency development practice. |

Staffing Authorizations

Under the management of the Executive Director, Springs Charter Schools take an active role in the recruitment and staffing of authorized personnel for all English learner programs and makes it a priority to hire CLAD and BCLAD teachers. The charter schools seek CLAD and BCLAD teachers by working closely with the San Diego, San Bernardino, Orange, or Riverside County Offices of Education, local universities, by attending job fairs and career days and through a variety of job announcements. The charter school prides itself in having an abundant number of teaching staff that hold CLAD and BCLAD certification along with BCLAD Special Education Resource teachers and bilingual school psychologists.

Teachers not currently authorized but who are serving English Learners shall be required to sign a memorandum of understanding stipulating that they will be actively participating in professional development designed to secure an appropriate authorization within two years. The Executive Director, or designee, will then monitor attendance at professional development activities to ensure that such teachers remain on track to complete the necessary training for their authorizations.

Professional Development

Several Springs Charter Schools departments work jointly to provide on-going professional development opportunities to all teachers and staff working with English Learners. The goal of this training is to help educators acquire specific skills needed to work with English learners in the areas of ELD instruction, comprehensible core content instruction, individual program designs, curriculum expectations, the Catch-up Plan, processes and services for English learners, and multiculturalism. Staff development opportunities include, but are not limited to the following:

- Teaching to the ELD Standards
- Personalized Learning Plans for English Learners
- ELD strategies, techniques, and assessments
- SDAIE strategies and techniques
- Differentiated instruction
- Teaching to Multiple Intelligences
- CATESOL training
- Catch-up Plan training

Staff development opportunities occur throughout the school year and focus on key aspects of program design and management, curriculum, instructional strategies, English language and literacy development, standards and assessment, parent education and parent outreach. These opportunities are provided through on-site trainings, in-services, educational conferences, and staff meetings. In addition, at least 30 minutes of monthly PLC time will be designated for training and discussion of ELD practices. Each program will be assigned an ELD mentor or coordinator to help facilitate staff development.

Participant attendance is monitored through sign-in forms. Training attendance is then reported to the Chief Personnel Officer to ensure that all teachers assigned to provide specialized services to English Learners are appropriately trained. Sign-in forms are collected and filed at the SCS office.

Reclassification

Reclassification Criteria

California Education Code (EC) Section 313 and the California Code of Regulations (5CCR) Section 11308 require that each English learner who 1) has demonstrated English language proficiency comparable to that of the average native English speaker and 2) who can participate effectively in a curriculum designed for pupils of the same age whose native language is English be reclassified as Fluent English Proficient (R-FEP). Springs Charter Schools recognize the importance and irreversibility of this item and has established the following criteria and process to fully address this obligation.

Once a student has demonstrated that he/she is ready to participate fully in all English instruction without special support services, the student is ready for reclassification. Readiness is determined through multiple measures including: 1) teacher evaluation of the student's classroom performance, 2) objective assessment of the student's English language proficiency (CELDT or ELPAC), and 3) core content achievement as measured by district Common Core benchmark assessments and/or CAASPP.

The State Board of Education's Reclassification Guidelines serve as the foundation for Springs Charter Schools' reclassification criteria. Students must meet the first 3 of the minimum scores to be reclassified. Classroom grades (criteria 4) can be used to provide further evidence for reclassification purposes.

For the 2017-2018 school year, the reclassification criteria is listed in the chart below. Minimum scores required for each of the reclassification criteria are:

| Evaluation | Minimum Scores |
|--|---|
| 1. CELDT | -Level 4 overall -No domain score less than 3 *Listening and Speaking only for K-2 |
| 2. District Benchmark Assessments and/or CAASPP- English Language Arts | -Mid Basic for benchmark -Mid Level 2 (Nearly Met) for CAASPP |
| 3. Teacher and parent/guardian Input and Observation | -Grade-level achievement of Graduate Learner Outcomes -SOLOM 20+ points |
| 4. ELA Classroom Grades | -No less than a C or a 3 in English Language Arts on the report card *Report Card grades can be waived in some cases, as determined by teacher and Director of Assessment. |

For the 2017-2018 school year, an EL student who meets criteria 2 and 3 above, but does not meet criteria 1, based on their 2016 CELDT results, can be re-assessed using the 2016-2017 version CELDT. If the student meets the minimum score for reclassification based on this assessment, he/she will be reclassified to RFEF. If the student still does not meet the

minimum score for criteria 1, they will remain an EL and be given the ELPAC each spring until they meet the minimum score.

The State Board of Education will issue new guidance for reclassification based on ELPAC prior to the 2018-2019 school year.

Reclassification of students with an active IEP

Based on guidance from SELPA (Special Education Local Plan Area), an EL students with an active IEP can be reclassified, even if they have not met the minimum CELDT score and/or the minimum benchmark or CAASPP scores. The IEP team will evaluate the student's progress in language acquisition, using the EL Reclassification worksheet for SWD, to determine if the CELDT, benchmark, and/or CAASPP scores are low as a result of their disability or as a result of their language acquisition. If the IEP team determines that the low assessment results are due to their disability and NOT their language acquisition, the student will be reclassified.

Reclassification process

- 1) The Assessment Department will screen all CELDT scores to create a list of students who met the first criteria above.
- 2) The Assessment department will check benchmark and CAASPP scores for students who met the CELDT score criteria. The Assessment department will request teacher input for students who meet the first criteria, but do not have scores to support the second criteria. The resulting list will include all reclassification candidates.
- 3) The Assessment Department distributes to the teacher(s) of each reclassification candidate a form requesting the teacher 1) conduct an evaluation of the student's achievement in the core content areas, 2) assess the student's oral English proficiency by using the SOLOM, 3) Consult the student's parents by at least one of the following: personal conference, in writing, or by telephone, 4) provide the student's current report card grades for ELA (optional), 5) recommend or deny the student's reclassification to fluent English proficient

* Springs does not recommend reclassification for students below grade 3

** Students must meet the criteria above in order to be reclassified. They cannot be reclassified on CELDT scores, teacher input, or parent input alone.

*** The Director of Assessment and the CELDT coordinator must review and sign the Student Reclassification Worksheet in order to be approved. Until the worksheet is approved and finalized, the student MUST continue to receive ELD and be marked as an EL on attendance.

Transition to ELPAC: Reclassification Criteria

LEAs are to continue using the following four criteria to establish local reclassification policies and procedures:

1. Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of English language development; and
2. Teacher evaluation, including, but not limited to, a review of the student's

- curriculum mastery; and
- 3. Parent opinion and consultation; and
- 4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

In spring 2015, LEAs administered the first operational Smarter Balanced Summative Assessments. On September 16, 2015, the CDE provided guidance to LEAs for using those results, if they chose, as a local measure of the fourth criterion

<http://www.cde.ca.gov/sp/el/rd/acadreclass15.asp>. LEAs were also advised that they could identify local assessments to be used to determine English learners (ELs) who were meeting academic measures that indicated they were ready to be reclassified. This guidance regarding the fourth criterion remains unchanged.

Options for the English Language Proficiency Assessment Criterion

In the CDE's continued effort to provide LEAs with guidance, beginning in fall 2017, in addition to the reclassification criteria for numbers two through four above, LEAs may refer to one or more of the following options as they determine their local criteria for the assessment of ELP (number one above):

1. Utilize 2016-17 California English Language Development Test (CELDT) Scores

| Scenario 1 | Assessment of English Language Proficiency | Steps to take |
|--|---|--|
| <p>My student did not meet the CELDT criterion in 2016–17.</p> <p>For example:</p> <ul style="list-style-type: none"> • Students in kindergarten and grade one are considered to have not met the CELDT criterion for English proficiency • Students in grades two through twelve are considered to have not met the CELDT criterion for English proficiency | <p>Use the CELDT as the primary criterion.</p> <ul style="list-style-type: none"> • For Kindergarten and grade one, the CELDT criterion is an overall score of Early Advanced or higher. The Reading and Writing domain scores usually are not considered for K–1. • For grades two through twelve, the CELDT criterion is an overall score of Early Advanced or higher and scores for each domain (Listening, Speaking, Reading, and Writing) at Intermediate or higher. | <ol style="list-style-type: none"> 1. Use your student's 2016–17 CELDT scores. 2. Adjust local criterion based on your locally determined objective assessment instrument that confirms this growth. 3. Reclassify your student if/when all four district criteria are met. |

| Scenario 2 | Assessment of English Language Proficiency | Steps to take |
|---|--|---|
| <p>My student met the CELDT criterion in 2016–17.</p> <p>For example:</p> <ul style="list-style-type: none"> Students in kindergarten and grade one are considered to have met the CELDT criterion for English proficiency Students in grades two through twelve are considered to have met the CELDT criterion for English proficiency | <ul style="list-style-type: none"> For Kindergarten and grade one, the CELDT criterion is an overall score of Early Advanced or higher. The Reading and Writing domain scores usually are not considered for K–1. For grades two through twelve, the CELDT criterion is an overall score of Early Advanced or higher and scores for each domain (Listening, Speaking, Reading, and Writing) at Intermediate or higher. | <ol style="list-style-type: none"> Use your student's 2016–17 CELDT scores. Reclassify your student if/when all four district criteria are met. |

1. Re-administer the 2016–17 Edition CELDT in 2017–18 to obtain more current ELP assessment results. Since administering the CELDT Annual Assessment (AA) in 2017–18 would be supplemental to the mandated English Language Proficiency Assessments for California, LEAs could use their supplemental state and federal funds to enter into an agreement with Educational Data Systems (EDS) to procure and score test materials. Please note that these CELDT scores are considered unofficial.

| Scenario 1 | Steps to take |
|---|---|
| <p>My LEA has a sufficient amount of 2016–17 CELDT AA test materials to re-administer the CELDT to all of our students being considered for reclassification.</p> | <ol style="list-style-type: none"> 1. Re-administer the 2016–17 CELDT, and locally score the <i>Answer Books</i>. 2. Reclassify your student if/when all four district criteria are met. 3. Return or locally destroy your 2016–17 materials as directed by the testing contractor, EDS. |

| Scenario 2 | Steps to take |
|--|--|
| My LEA has an insufficient amount of 2016–17 CELDT AA <i>Answer Books</i> to re-administer the CELDT to all of our students being considered for reclassification. | <ol style="list-style-type: none"> 1. Enter into an agreement* with EDS to order a special edition of the CELDT <i>Answer Books</i> and/or have them scored by EDS. Or, locally score the <i>Answer Books</i>. 2. Reclassify your student if/when all four district criteria are met. 3. Return or locally destroy your 2016–17 materials as directed by the testing contractor, EDS. |

*The CDE is currently in the process of authorizing EDS to offer these services. EDS will provide additional information at a later date.

These guidelines do not exempt LEAs from administering the ELPAC Summative Assessment in spring 2018, as this is the new ELP assessment that will be used for accountability purposes.

Monitoring of reclassified students

The Elementary and Secondary Education Act (formerly No Child Left Behind), Title III requires that reclassified students be monitored for a period of at least 4 years following reclassification. The Coordinator of EL Services and the Chief Administrative Officer supervise the process of monitoring reclassified students. School staff will use the district benchmarks, Multiple Measure scores, and teacher assessments and observations to semi-annually monitor the progress of R-FEP students for a period no less than 4 years after reclassification. Student performance shall be reviewed at least at each semester. Those students found to be regressing in their academic performance will be referred to receive an academic intervention in the specific area of need (see EL 3b, Catch-up Plan). This monitoring of R-FEP students is recorded and filed in each student's cumulative file.

Accountability and Evaluation

Program Implementation and Monitoring

In order to ensure that English learners are receiving a program of instruction in accord with parent choice and teacher design, Springs Charter Schools conduct regular monitoring of ELD and content instruction. This monitoring is intended to result in consistent program implementation. Staff from the Instructional Support Department train personnel in the following areas:

- ELD curriculum and instruction
- SDAIE strategies
- Personalized Learning Plans for EL students
- Differentiated instruction
- Designs for SEI, Mainstream, and Alternative Bilingual programs

The Program Director provides the teachers with monthly observations of English learners. These observations are conducted with the use of two checklists to ensure that students: 1) receive daily ELD instruction, 2) use the ELD curriculum and assessments, and that teachers 3) make use of appropriate SDAIE strategies, and 4) provide differentiated instruction targeted to specific linguistic needs. Consistent implementation of the SCS program design is monitored by administrators through a semi-annual review of teacher lesson plans, and/or a monthly review of anecdotal learning records. In addition, the Instructional Support Department staff may review documentation for each EL program compliance area semi-annually. These semi-annual reviews include a review of the procedures and expectations delineated in this document.

Program Evaluation and Modification

Springs Charter Schools provides clearly defined standards and expectations for student learning and has a primary goal that all students will meet the Springs Charter Schools Graduate Learner Outcomes (previously called “Expected Schoolwide Learning Results” or ESLRs).

Through the SCS assessment program, Program Directors carefully consider what students are asked to do, how student performance is evaluated and how evaluation results are used. The assessment program is responsive to the developmental differences, linguistic differences, and special needs of English learners. SCS seeks information about the ongoing academic progress of English learners. Through multiple forms of assessment, the Director is able to determine to what degree English learners are achieving English proficiency and meeting academic achievement goals.

| SCHOOL-WIDE ASSESSMENT | | |
|---|---|---|
| Assessment Instrument | Target Population | Purpose |
| CAASPP | All students, grades 3-8 and grade 11 | State Requirement School Accountability |
| Standards-Based Test in Spanish (STS) | All Spanish-speaking English learners, grades 2-11 enrolled in a CA school less than 12 months. | Optional state test |
| Language Arts Multiple Measures | All students, grades K-12 | School Accountability |
| Mathematics Multiple Measures | All students, Grades K-12 | School Accountability |
| California English Language Development Test (CELDT) and English Language Proficiency Test for California (ELPAC) | All English learners Grades TK-12 | Articulation School Accountability Reclassification |
| ELD Writing Measure | All English learners Gr. 2-12 | Reclassification |

The SCS assessment practices with respect to English learners are designed to:

- Determine effects of the instructional program on language development by time in program
- Determine the effectiveness of each EL Program option by disaggregating results for each program
- Assess academic achievement in both the first and second language
- Assess the strengths and weaknesses of the instructional program
- Suggest modifications for those elements of the instructional program that are not effective
- Make recommendations with parent input based on the conclusions found

Assessment data is compiled, analyzed and reported annually by the Business and Administrative Operations Department and the Personalized Learning Department. This report is then analyzed by the Coordinator of EL services to produce a set of suggested program modifications which are then shared with the teachers and administrators. The Director of Assessment annually distributes performance-based assessment results to the teachers for monitoring and evaluation.

Using the "English Learner Self-Review Guide," SCS further reviews the programs for student progress and evaluating procedures for every Coordinated Compliance Review (CCR) item.

SCS annually determines the number and percentage of English Learners reclassified to fluent English proficient (R-FEP) when completing the annual language census via CALPADS.

Funding

Sufficient General Funds

Adequate basic general fund resources are available to provide each English learner with learning opportunities in an appropriate program, including ELD and the rest of the core curriculum. To this end, all required texts and instructional materials are purchased with general funds. English learners receive educational materials and services paid for with general funds in at least the same proportion as native English speakers in Springs Charter Schools.

English Learner Specific Funds

If Springs' is allocated funds through Title III, the funds are put directly into program budgets based on English Learner student count. These funds help supplement English Language Development programs and needs of these students.

DRAFT

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The Springs Charter Schools *Master Plan for English Learners* was developed with the dedicated effort and collaboration of the education specialists, teachers, instructors, administrators, and support staff working in our numerous programs. We also greatly appreciate the guidance and support of personnel in the California Department of Education, the Office for Civil Rights and the San Diego County Office of Education. Further, we are grateful for the models of excellence provided by other districts constructing *Master Plans*, with special thanks extended to the Encinitas Union School District, the Newport-Mesa Unified School District, the Ramona Unified School District and the Julian Union High School District.

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